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ABSTRACT

This issue of "Illinois Libraries" is a report of the Illinois White House Conference on Library and Information Services, held in Springfield, November 12-14, 1978. After a brief introduction, the planning process for the conference is described, including committee work, timetables established, the efforts of state agencies, delegate selection procedures, and public relations activities. Activities at the 17 regional conferences held prior to the state conference are summarized, and an analysis of their 315 delegates--by area of occupation and assorted categories of information--is provided. A narrative report of the state conference is given, the 108 recommendations that emerged from consolidating delegate reports are listed, and the delegates chosen to represent Illinois at the White House Conference are identified. After an evaluation of the White House Conference activities in Illinois against the objectives of the advisory/planning committee, the report concludes with a conference summary and challenge. Side notes include various committee member listings, a listing of state conference delegates, a summary description of libraries in Illinois, conference rules, speakers, a description of the Information Game Exhibit at the Conference, and some typical post-conference comments by attending delegates. (JD)

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Illinois State Library Advisory Committee

Name	Area Specialization	Term Expires
Julius R. Chitwood Rockford Public Library	Public Libraries	1977
To Be Appointed	Public Libraries	1979
Frederick A. Schlipf Urbana Free Public Library	Public Libraries	1978
Alice E. McKinley, Director DuPage Library System	Public Library Systems	1977
Robert McClarren North Suburban Library System	Public Library Systems	1978
James Ubel, Director Shawnee Library System	Public Library Systems	1979
Thomas M. Brown, Chairman Library — AV Department New Trier High School West	School Libraries	1977
Juanita Wallen Belleville Township High School	School Libraries	1979
Melvin R. George, Director Northeastern University Library	Academic Libraries	1979
Robert W. Oram, Associate University Librarian, University of Illinois	Academic Libraries	1977
Sister Lauretta McCusker, Dean Graduate School of Library Science Rosary College	Library Education	1978
To Be Appointed	Institutional Libraries	1978
Joseph Benson, Director Chicago Transit Authority Library	Special Libraries	1978
Robert Lansden	Citizen-Representative	1978
Alice Ihrig	Citizen-Representative	1978
Seymour Nordenberg	Citizen-Trustee	1980
Alice Coleman	Citizen-Trustee	1978
Dorothy Vickers Shelley	Citizen-Trustee	1977
Mrs. George V. Whi e	Citizen-Trustee	1979
Ex Officio Members		
Dawn Heller	As President of the Illinois Library Association	
James M. Furman	Board of Higher Education	
Noni C. Dodge	Citizen	

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jean baron, special guest editor

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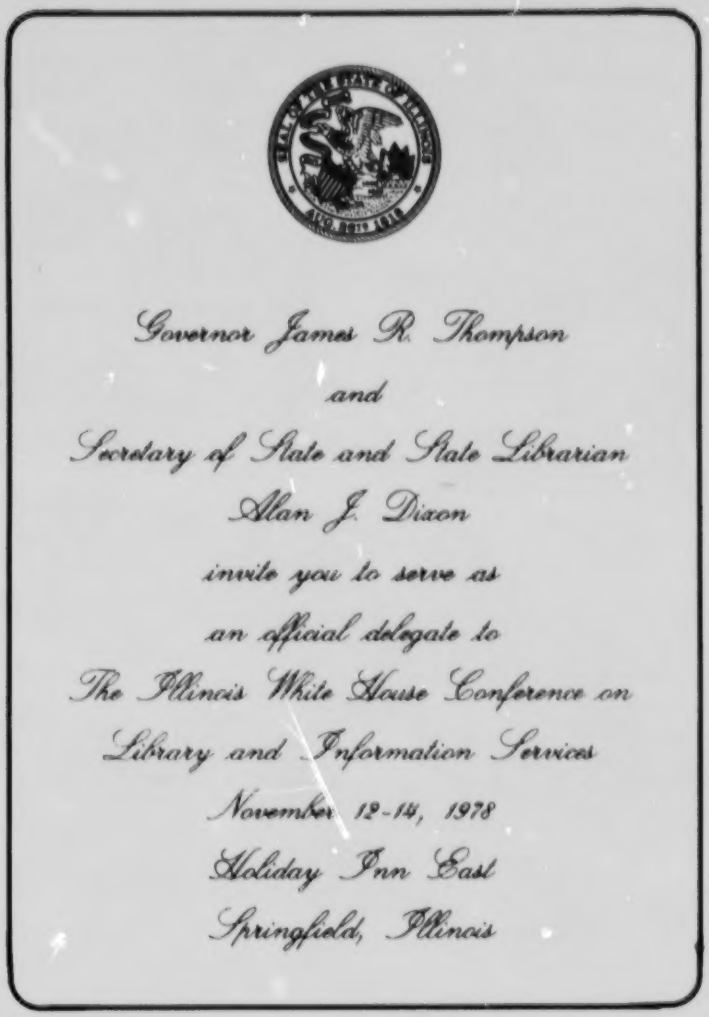


Governor James R. Thompson

and

Secretary of State and State Librarian

Alan J. Dixon

invite you to serve as

an official delegate to

The Illinois White House Conference on

Library and Information Services

November 12-14, 1978

Holiday Inn East

Springfield, Illinois

ILLINOIS WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Illinois White House Conference activities were supported by funds from the National Commission on Libraries and Information Science, the Library Services and Construction Act Title I, the Illinois General Assembly, and the Illinois Secretary of State.

I. INTRODUCTION

The Illinois White House Conference was a period of intense human interaction, with many of the 364 delegates up at 7:00 A.M. to study recommendations, still caucusing at midnight, and finally, after considering 46 pages of recommendations, reluctant to pack up and leave.

It was this quality of interaction that delegates found so stimulating. Almost no time was spent listening to speakers, and, after the single brief speech, delegates were quick to leave the dining area and get back to their evening discussion groups.

Actually, there were 50 hours from the opening gavel until the close. Of those, 17 hours were in scheduled work groups and another three in a caucus period. There were unscheduled caucuses, too. Many delegates seemed reluctant to take time out for sleeping.

Commented Robert Schinneer, the artist whose design and exhibit work added so much to the quality of the conference, "Where did you find th[illegible]e people? I've never seen anyone work so hard!"

The conference planners agreed. The group was remarkable in its diversity and in its intensity. The quality of interaction was exactly what the planners had hoped for.

Some of the aims of the Illinois White House Conference planning effort began to take shape early and continued as guidelines throughout the process:

1. A series of regional conferences would be held prior to the state conference and would be closely related to the state conference (although it was not known for a while what that relationship would be);
2. Throughout the series of regional and state conferences, the emphasis would be on the needs of the public for information rather than on the needs of libraries (an aim that was often difficult to stick to in actual discussions);
3. The planners were committed to an open conference in which there would be no effort to predetermine the outcome. This meant there would be no advance position papers to shape opinions, no speakers outlining programs for action, no recommendations prepared in advance for submission to delegates. Rather, the conference format was to allow the creation of a people's program;
4. As far as it was possible, we would try to think in terms of the future, rather than just of today's problems.

Sticking to these aims posed difficulties and caused a certain amount of frustration. Some of the planners were distressed at the open-endedness of the structure. Some were uneasy with the considerable amount of autonomy given to the planners of the regional conferences, preferring more central control of the regional planning. Some felt the delegates ought to have more guidance along their paths to decisions. Some worried that the openness of the conference format (in which the delegates themselves would determine the topics that would be discussed) was an invitation to chaos. Despite the underlying uneasiness, these aims did prevail and contributed to a sense of participatory excitement among the conference delegates.

II. PLANNING PROCESS

A. Advisory/Planning Committee and Subcommittees

The Advisory/Planning Committee was appointed in the summer of 1977 by Secretary of State Alan J. Dixon, who, in Illinois, is also designated as the State Librarian. It included representatives of an earlier ad hoc committee of the Illinois Library Association, created to start planning the state's pre-White House Conference activities, and it included representatives of major segments of the population of Illinois. After a few changes in the original membership, the Advisory Committee finally consisted of 42 members. These were some of its characteristics:

- 17 members were library-related and 25 were community representatives;
- All kinds of libraries — public, school, academic, and special — were represented, as well as public library trustees and library educators;
- Community members included newspaper and television experts, business people, a farmer, educators, a mayor, and representatives of both public and private sector social agencies;
- 15 were women, 27 men;

- 16 were from the Chicago metropolitan area, 26 from other parts of the state;
- Inevitably, some members were more active than others, and perhaps equally inevitably given the conference content, the most active members were library-related.

The Secretary of State named the cochairmen of the Advisory/Planning Committee: Willard Ice, a Springfield attorney, and Donald E. Wright, director of the Evanston Public Library. Kathryn Gesterfield, director of the Illinois State Library, worked closely with all committees, with the conference staff, and in all aspects of the planning and the implementation of plans. The cochairmen, with the help of Kathryn Gesterfield, named the members and chairmen of seven subcommittees:

- Delegate Selection (chaired by John Robling)
- Exhibits (Pearl Ekblad)
- Public Relations (Paul Davis)
- Regional Meetings (Carolyn Chamberlain and J. Alexi Fosse)
- Resources (Beverly Lynch)
- State Conference (Alice Ihrig)
- Supplementary Finance (Ralph Newman)

An Executive Committee was composed of the two cochairmen and the chairpersons of each of the subcommittees.

All members of the Advisory/Planning Committee were invited to serve on a subcommittee. Approximately 20 other persons were added to the rosters of the subcommittees.

Governor James R. Thompson and Secretary of State Alan J. Dixon served as honorary cochairmen. (See *Side Notes* for complete listing of committees pp. 351.)

B. Procedures

Each subcommittee was given a charge plus the responsibility for seeing that its plans were carried out, after approval of those plans by the Advisory/Planning Committee. The subcommittees were important working units, for the most part, and it was the subcommittees that shaped many of the policies for the Illinois White House Conference activities. An example is the development of delegate selection procedures for both state and national delegations; the Delegate Selection Subcommittee developed the philosophy and the procedures, and its recommendations were accepted by the Advisory/Planning Committee with only one minor change.

As the planning timetable will indicate, the Advisory/Planning Committee held five meetings, including its first organizational meeting in October 1977, and its final pre-conference session on November 11, 1978, as the delegates were beginning to assemble in Springfield. In general, the work of the Advisory/Planning Committee fell under these headings:

1. Adoption of goals and objectives. Members were vitally concerned with this process, which they saw as an outline of the steps to be taken by subcommittees and staff and as a yardstick against which Illinois White House Conference activites would be measured.

2. Review of subcommittee plans. Each subcommittee reported plans as they were developed. Advisory/Planning Committee members raised issues, asked questions and made some changes — not many.

3. Resolution of policy issues referred by subcommittees. An example is an issue referred by the Delegate Selection Subcommittee: should members of the Advisory/Planning Committee automatically be named delegates to the state conference? (Answer: yes.)

4. Provision of financial oversight through approval of the budget and of bookkeeping/accounting procedures.

The Goals and Objectives adopted by the Advisory/Planning Committee are listed in Section VIII, Evaluation.

C. Condensed Timetable

State Level		Regional Level
Advisory/Planning Committee holds organizational meeting Subcommittee chairpersons and members appointed Part-time coordinator hired Hotel dates booked	OCTOBER 1977 through DECEMBER 1977	
Regional Meetings Subcommittee and State Conference Subcommittee hold joint meeting on themes, tentative programs, coordination Advisory/Planning Committee meets Assistant coordinator hired Tentative budget formulated; Illinois Library Association asked to handle bookkeeping	JANUARY 1978	System directors alerted to initial plans for regional conferences, asked to gather core committee to start regional planning
Regional Meetings Subcommittee completes basic plan State Conference Subcommittee works on basic plan Delegate Selection Subcommittee adopts plan for selection of delegates to state conference	FEBRUARY 1978	Guidelines sent to systems for regional planning committees
Staff begins work on slide/tape show for regional conferences Advisory/Planning Committee meets to adopt goals and objectives, adopt budget, review subcommittee plans Exhibits Subcommittee adopts basic plan	MARCH 1978	Regional planning books distributed Regional planning committees at work
Slide/tape show production work continues Public Relations Subcommittee makes initial plans	APRIL 1978	Guidelines to regions completed Regional planning committees continue work

State Level		Regional Level
Exhibits Subcommittee continues planning Regional Meetings Subcommittee completes its planning and develops reporting procedure for regional conferences Executive Committee meets to resolve questions	APRIL 1978	
Newsletter printed and widely circulated Slide/tape show completed, distributed	MAY 1978	Regional conferences held in Olney, LaSalle, Bloomington
Exhibits Subcommittee assigns tasks Public Relations plan refined	JUNE 1978	Regional conferences held in Joliet, Chicago, Glen Ellyn, Jacksonville, Peoria, Belleville, Edwardsville, Champaign, Rockford, Wheeling, Rock Island, Carterville, Palos Hills, and Galesburg
State Conference Subcommittee meets to continue planning Delegate Selection Subcommittee accepts delegate lists from regional committees, acts on at-large delegates, approves details of plan for selection of national delegates Resources Subcommittee holds first meeting to consider implementation of plan based on state conference planning Exhibits Subcommittee meets	JULY 1978	Regional committees submit delegate lists and recommendations from conferences Regional level work is completed
Regional Meetings Subcommittee reviews recommendations from conferences and plan for publication, concludes its work Resources Subcommittee meets Printing schedule developed for mailings to delegates State Conference delegates notified of selection Local Arrangements Committee organized in Springfield	AUGUST 1978	

State Level		Regional Level
Delegate registration procedures start: part-time staff member added to handle delegate records and correspondence. Multi-media show preparation started Executive Committee and Advisory/Planning Committee meet on detailed planning for conference Arrangements with hotel continuing Local Arrangements Committee divides tasks Resources Committee completes selection of materials for mailing	SEPTEMBER 1978	
Most printing completed Newsletter printed and widely circulated Two mailings to state conference delegates Exhibits Subcommittee very active Multi-media show in production Discussion coordinator named. Discussion leaders and reporters selected and training started	OCTOBER 1978	
All planning, printing, mailing completed. Final details arranged with hotel Press kits distributed to media News release distributed through Illinois Press Association Advisory/Planning Committee meets for final run-down on program STATE CONFERENCE NOVEMBER 12 TO 14 Delegate Selection Subcommittee meets	NOVEMBER 1978	

State Level		Regional Level
Delegate Selection Subcommittee work completed	DECEMBER 1978	
Resources Subcommittee and staff compile recommendations		
Recommendations mailed to delegates for ranking		
Reporting and mailings scheduled for completion	JANUARY 1979	

D. Staff

The cochairmen, with the approval of Kathryn Gesterfield and the Executive Committee, hired Jean Baron as conference coordinator and Kathleen Kelly Rummel as assistant coordinator. The staff assisted the committees, helped them carry out their plans, kept the records, handled public relations, and aided in coordination of subcommittee work. Suzanne Surman was hired to handle delegate records and correspondence. Linda Crowe was given time from her North Suburban Library System position to serve as discussion group coordinator for the conference. Many additional people helped as staff during the days of the conference.

E. Relationship of Illinois State Library to Planning Effort

The Advisory/Planning Committee and its subcommittees were considered responsible for planning and carrying out the Illinois White House Conference activities, but everyone at all times had the complete support, cooperation, assistance, and unfailing good humor of Kathryn Gesterfield, director of the Illinois State Library. Mrs. Gesterfield was always present at Advisory/Planning and Executive Committee meetings and at many subcommittee meetings and work sessions as well. Members of her staff served on some of the subcommittees and others were made available as needed. Particularly heavy demands were made on the staff as the conference dates approached. There had been initial concern about coordination between Springfield, where the conference would be, and the White House Conference office in Evanston. Thanks to the work of State Library staff on local arrangements, this worry proved to be unfounded.

At the opening session, Craig Lovitt represented Secretary of State and State Librarian Alan J. Dixon, an honorary cochairman of the conference.

The Secretary of State's office, of which the Illinois State Library is a division, also was tremendously cooperative, thanks particularly to Craig Lovitt of the Secretary's staff, who contributed greatly to the effectiveness of the conference.

F. Other State Agencies

Other agencies, and particularly individual state officials and employees, offered much to the success of the conference. A state corrections department officer, for example, was a member of the Advisory/Planning Committee, served as chairman of a regional conference, and was a state conference delegate. Representatives of the State Office of Education, the Bureau of the Budget, the State Department of Mental Health, the State Board of Higher Education, the Secretary of State's office and the Governor's office served as conference delegates.

G. The Library Community

The Illinois Library Association and its sections cooperated fully with the committee. Some of the initial planning for the conference was done by an ILA ad hoc committee and its work helped the Advisory/Planning Committee launch its activities with a minimum of confusion.

Many ILA officers served on conference subcommittees and the *ILA Reporter,* the association's newsletter, helped keep the library community informed of planning progress.

ILA also provided bookkeeping and accounting services to the Advisory/Planning Committee at a cost considered favorable in comparison to the cost of administering the project through the state of Illinois.

H. Information Services

Information scientists and special library representatives, many of whom are information scientists, were active in planning and carrying out Illinois White House Conference activities and served as delegates. But we are far from convinced that we came to grips with the issues of coordination between information science and traditional library services. Along with people in

Jean-Anne South, staff member of the National Commission on Libraries and Information Science, served as liaison to Illinois and attended all of the conference.

other states, probably, we look to the national conference for better clarification of what relationships should exist: more precise definitions of information science and information services, the role of the private sector in carrying out public sector objectives, and the most desirable structure for achieving these objectives.

I. National Commission on Libraries and Information Science

The Illinois committee would like to thank NCLIS for making Jean-Anne South the liaison person for Illinois. Her efficient and quiet guidance and assistance were invaluable.

J. Delegate Selection Procedures

The Delegate Selection Subcommittee made a number of significant policy decisions early in the planning cycle (February 24). Except for minor changes, these decisions governed the selection process for the state conference. A report of the decisions follows. They were approved by the Advisory/Planning Committee on March 11 with one additional requirement (that there be at least one delegate from each of the state's 59 legislative districts) and were carried out.

Members of the Advisory/Planning Committee also decided on March 11 that each of them should serve as delegates, too. This brought the total number of possible state conference delegates to 392.

Insofar as possible, delegates chosen from the regions were replaced with alternates from that region if delegates could not attend and there was time to notify an alternate. Advisory/Planning Committee members who could not attend were not replaced.

Delegates actually present at the conference totalled 364. Of these, 224 or 61.5 percent were community representatives, the other 140 library-related.

The method of selecting national delegates, roughly outlined in the February 28 memorandum, was later refined somewhat and was explained in detail to state delegates in advance of the conference. A copy of that explanation, as it was prepared for distribution to the delegates, follows the February 28 report.

February 28, 1978

To: Advisory/Planning Committee, *Illinois White House Conference on Library and Information Services*

From: John Robling, chairman, Delegate Selection Subcommittee

The subcommittee was assigned the task of developing processes to choose:
350 delegates to the Illinois White House Conference, and
19 delegates and 8 alternates to the National White House Conference.

Members of the subcommittee met February 24, 1978, and first examined a number of constraints, among them:

1. "Delegates to all state conferences and to the National White House Conference . . . should represent the broadest possible socioeconomic and demographic distribution of each state's . . . population." (National guidelines.)
2. "If geographic representation is a selection criteria, consider population density as a factor in apportioning representation to accommodate one man-one vote principle as well." (National guidelines.)
3. "For the purpose of obtaining the broadest possible representation at the National Conference, one-third of the delegates are to be professionals from the library and information services community, while two-thirds are to be lay representatives. Professionals in this context are: librarians, information scientists, audiovisual specialists,

library and information science educators, and those involved in the governing, advising, operating or establishing of policy for library or information services." (National guidelines. The Illinois Advisory/Planning Committee has adopted the same standard for the Illinois Conference.)

4. "Delegates sent by states . . . to the White House Conference must have been official or alternate delegates at their state conference, or active members of the state conference planning committee." (National guidelines. The Illinois committee has adopted a policy that delegates to the Illinois Conference shall have been participants in a regional meeting or members of a regional planning committee.)

Within these constraints, the Delegate Selection Subcommittee feels it is free to recommend any selection procedure that is fair and will be accepted as fair. But before any plans were agreed upon, the subcommittee expressed some further concerns:

1. That regional meeting participants and regional planning committees should have some sort of choice in the delegates to attend the Illinois Conference from the regions.

2. That the Delegate Selection Subcommittee and the Illinois Advisory/Planning Committee should make the final choice of delegates both to the Illinois Conference and to the national conference, to assure as well-balanced a delegation as possible on the basis of these criteria:

a range of occupations — farmers, miners, etc., as well as professionals and executives

racial/ethnic makeup of population

public/private sector:

- state agency representatives
- elected state officers
- local public officials
- private social welfare agencies
- business and industry
- public and private educational institutions

rural/urban

handicapped of all kinds

a range of age groups

all kinds of libraries within the library component of the delegations

With all of these ideas in mind, the subcommittee voted to adopt these plans to recommend to the Advisory/Planning Committee:

Selection of 350 Delegates to the Illinois Conference

The bulk of the delegates, approximately 300, should be selected by the regional committees from among the participants at the regional meetings, including committee members.

The number of delegates to be assigned to each region (system area) will be determined by that region's proportion of the state population. There shall be a minimum number of delegates so that small regions will be assured representation. The number assigned to each region, including the minimum representation, must be divisible by three, in order to meet the one-third librarian, two-thirds non-librarian requirement.

State senators and representatives who have been actively involved in the regional meetings may be chosen as delegates to the state conference but need not be chosen if they have not expressed active interest.

Regional committees will be responsible for the choice of the assigned number of delegates, using a nomination process of their choice and seeking to assure delegate balance according to the list of criteria. Most regions will not be able, however, to provide a complete cross-section of their population.

The regional committees will be asked to forward to the Delegate Selection Subcommittee by July 1, 1978, the lists of delegates chosen. The subcommittee will review the lists, seeking delegate balance, and will forward them to the Advisory/Planning Committee for official invitations.

The regional committees will also be asked to forward to the Delegate Selection Subcommittee, by July 1, 1978, an additional pool of names of persons who would make good choices for the Illinois Conference.

The Delegate Selection Subcommittee will use this additional pool of names from all regions for two purposes:

1. To choose enough at-large delegates to the Illinois Conference to bring the number to

350, using these choices to assure statewide delegate balance.

2. To choose alternate delegates who will attend the conference, with expenses paid by the conference, in the event that any of the delegates are unable to attend. The subcommittee will attempt to select an alternate from the region whose official delegate is unable to attend; if no appropriate delegate is available from that region, the alternate will be chosen from the statewide pool.

According to this proposal, then, a delegate is a voting participant in the Illinois White House Conference either selected by a regional committee and certified by the Delegate Selection Subcommittee or selected by the Delegate Selection Subcommittee from a statewide pool to produce a balanced delegation.

Alternates are substitute delegates who will attend the White House Conference at state expense only to replace a delegate unable to attend. No other provision is being made for alternates to attend the Illinois Conference unless they choose to attend as observers at their own expense.

Selection of 19 Delegates and 8 Alternates to the National Conference

Delegates to the National Conference will be chosen after the Illinois Conference in a process based on nomination of delegates at the Illinois Conference. The process will be explained fully in materials available to all delegates; these materials will include nominating forms.

A Delegate Recommendation Committee will be appointed to work during the conference on nominations. At the final plenary session of the conference, this committee will present a list of 38 names recommended as delegates or alternates to the national conference; additional names may come from the floor.

Following the state conference, the Delegate Selection Subcommittee will choose delegates and alternates from the recommended list, seeking to balance the delegation according to national guidelines and its own state criteria for representation. This final list will be presented to the Advisory/Planning Committee.

SYSTEM AREA REPRESENTATION AT ILLINOIS WHITE HOUSE CONFERENCE

System	Population	% of State Population	% of 300 Delegates	Number of Delegates (minimum — 6)
Bur Oak	405,815	3.57	10.71	12
Corn Belt	169,794	1.49	4.47	6
Cumberland Trail	224,798	1.97	5.91	6
DuPage	563,407	4.96	14.88	15
Great River	182,437	1.60	4.8	6
Illinois Valley	405,012	3.56	10.68	12
Kaskaskia	345,839	3.04	9.12	9
Lewis and Clark	390,036	3.43	10.29	12
Lincoln Trail	426,222	3.75	11.25	12
North Suburban	1,320,267	11.62	34.86	36
Northern Illinois	672,351	5.92	17.76	18
River Bend	211,628	1.86	5.58	6
Rolling Prairie	429,743	3.68	11.04	12
Shawnee	319,819	2.81	8.43	9
Starved Rock	162,097	1.42	4.26	6
Suburban	1,563,265	13.76	41.28	42
Western Illinois	191,927	1.69	5.07	6
Chicago	3,369,359	29.67	89.00	90
Total	11,353,816			315

Selection of Illinois Delegates and Alternate Delegates to the National White House Conference on Library and Information Services

The Number of Delegates

The National Commission on Libraries and Information Science has been assigned by Congress the responsibility for planning and conducting the National White House Conference on Library and Information Services, to be held in Washington, D.C., October 28 to November 2, 1979. Using the proportion of population as the basis for determining the number of delegates for each state, the National Commission has allotted Illinois 19 delegates and 8 alternate delegates.

National Requirements

Guidelines for the selection of these delegates and alternates include:

1. Delegates sent by states to the White House Conference must have been official or alternate delegates at their state conference.
2. Delegates to the White House Conference should represent the broadest possible

socioeconomic and demographic distribution of each state's population.

3. Two-thirds of the official delegates are to be drawn from non-library-related areas, one-third from the library and information services community. Alternate delegates should be chosen in the same ratio. Included in the library-related category are librarians, information scientists, audiovisual specialists, library and information science educators, retired librarians, and those persons involved in the governing, advising, operating, or establishing of policy for library or information services.
4. The delegates and alternates selected will be given biographical forms to complete. These will be reviewed by the National Commission on Libraries and Information Science before the state's delegation is certified. Each delegate and alternate must agree to:
   a. Read all official documentation sent in relation to the White House Conference;
   b. Attend all official functions and sessions of the entire conference;
   c. Attend all formal delegate meetings called by the state White House Conference Advisory/Planning Committee prior to the national White House Conference.

Illinois White House Conference Policies

Illinois policies have been determined by the Illinois White House Conference Delegate Selection Subcommittee and approved by the statewide Advisory/Planning Committee.

Of the 19 delegates allotted to Illinois, 6 will be library-related and 13 will be community representatives. Of the alternates, 3 will be library-related and 5 will be community representatives. Each must be a legal resident of Illinois.

Delegates to the Illinois White House Conference will participate in the selection of national delegates through nomination of anyone attending the Illinois White House Conference as a delegate.

In order to assure compliance with the national requirements and to assure as balanced a delegation as possible, the final choice of national delegates from among those nominated will be made by the Delegate Selection Subcommittee and the Illinois White House Conference Advisory/Planning Committee.

Delegate Selection Procedure

Information about the delegate selection process will be sent before the conference, with a sample nominating ballot, to all delegates. The same information and ballots will be readily available at the conference.

The Delegate Selection Subcommittee will ask five delegates to the Illinois conference, preferably non-librarians, to assist the committee during the conference in carrying out this process:

1. All delegates will be encouraged to fill out nominating forms for those delegates who make particularly valuable contributions to the conference, and who they feel could make similar valuable contributions as delegates to the national conference. There is no limit on the number of nominations any one delegate may make. A delegate may nominate herself or himself.
2. Nominations will be deposited in a closed ballot box on the registration/information desk up to 4 P.M. Monday, November 13.
3. The expanded Delegate Selection Subcommittee will meet at 4 P.M. Monday to review the nominations and to prepare a list of all nominees, to be made available to conference delegates before 7 P.M. Monday, November 13. This list shall include all nominations placed in the ballot box before 4 P.M. Monday and must number at least 40 names. The list will include the procedure for additional nominations.
4. Additional nominations may be made between 4 P.M. Monday, November 13, and 10:30 A.M. Tuesday, November 14. These additional nominations must bear the signatures of 5 or more delegates.
5. The expanded Delegate Selection Subcommittee will meet at 10:30 A.M. Tuesday, November 14, to review the additional nominations and add them to the list.
6. This second and final list will be reproduced and available to conference delegates in the afternoon session on Tuesday, November 14.
7. Members of the Delegate Selection Subcommittee will recommend 19 delegates and 8 alternates from this second and final

list, seeking to comply with all national requirements for a balanced delegation. If the committee does not complete the selection process on November 14, it will arrange another meeting, to complete the process as soon as possible.

8. The committee will mail the resulting list of delegates and alternates to the Advisory/Planning Committee for approval.
9. The Executive Committee will maintain the pool of names considered in case there is need of a replacement selection before the fall of 1979.

Members of the Delegate Selection Subcommittee are:

John Robling, Chairman
John Daly
Joe W. Kraus
Robert R. McClarren
Jerome R. Podesva
Howard R. Veal, Sr.

K. Public Relations Activities

Early thinking included the idea of an ongoing library awareness program to be conducted parallel to specific information about regional conferences and the state conference. Before adoption of goals and objectives, however, the Advisory/Planning Committee decided this task was more than could be accomplished with the people and time available and that an awareness program might well be an outcome of the conference.

The public relations program finally adopted and carried out included these elements:

- Publicity about regional conferences;
- Advance information about the state conference;
- Press coverage of the state conference;
- Information after the conference about recommendations and national delegates.

These activities were part of the program:

Regional Conferences

The conference staff prepared guidelines for the regional planning committees on local press, radio, and TV coverage of their conferences: announcements, recommendations, participants, state delegates.

Other releases were issued from the conference office: a newsletter focusing on the regional conferences and mailed to 5,000 Illinois Library Association members plus assorted other mailing lists, monthly releases to *NODES, ILA Reporter,* and other publications, such as the ASIS newsletter.

Advance Information on State Conference

When the regional conferences were completed, the monthly releases to *NODES, ILA Reporter,* system newsletters, and other publications focused on the coming state conference. A second newsletter was sent to a mailing list of 8,000, including all persons who participated in the 17 regional conferences. Two news releases were distributed by the Illinois Press Association to all state media.

Coverage of the Conference

Press packets with timetables, ideas for coverage, and all background information were distributed to 30 selected newspapers. Television interviews were arranged with Charles Benton and Richard Scammon, the conference speakers. Staff was added to work with media representatives during the conference, although the representatives turned out to be anything but plentiful. A staff writer for *Illinois Issues* was present for the entire conference and has been in touch with the conference office since, in preparation of a special article to be published in the spring, 1979.

In the closing session of the conference, each delegate was given a sample press release and requested to take or send completed releases to local media.

Coverage After the Conference

Summary reports were prepared for *NODES,* system newsletters, *ILA Reporter,* and national library media.

Two news releases, one dealing with the national delegates selected and the other with the priority recommendations of the conference, were prepared and mailed from the conference office to about 850 state newspapers, radio, and TV stations.

A third and last newsletter, listing the priority recommendations and the national delegates,

went to the same mailing list of 8,000 used before the conference. Additional copies of this newsletter and of the total list of recommendations will be available upon request from the systems and the Illinois State Library.

III. PRE-CONFERENCE ACTIVITY

A. Regional Conferences

The Regional Meetings Subcommittee, at its first meeting in January 1978, identified the purposes of the series of regional meetings it proposed as:

- To provide a conduit from the grass roots to the state conference for ideas and concerns on library/information needs.
- To make people aware of sources of knowledge and the various delivery systems for information.
- To make people comfortable or at ease in the library or information network.
- To increase awareness among citizens of libraries in a complex society.

The subcommittee recommended a series of 18 regional conferences based upon the boundaries of the 18 library systems in Illinois. Such a pattern was selected because it would (1) provide a natural headquarters for planning and meeting, (2) build upon an already established community, and (3) encourage continued local contact with local governmental officials. The system directors, who were to be asked to launch the planning process in each region, agreed, when subcommittee officers met with the directors early in February.

The subcommittee promised that local planning committees would have considerable autonomy in preparing their regional conferences and in gathering participants. The subcommittee also promised that it would develop guidelines, would keep absolute requirements to a minimum, and would provide any assistance that it could.

System directors were asked to name, for each region, a core committee whose major responsibility would be to name a larger planning committee, of which two-thirds would be community representatives.

The Regional Meetings Subcommittee suggested this format for the regional meetings: (1) an introduction by the chairman, (2) a slide show to be provided by the Illinois White House Conference, (3) a speaker who would challenge participants to look to future needs, (4) group discussions to elicit recommendations and concerns on library and information services, and (5) a report from the groups to the full assembly to formalize an action program for the region and to forward to the state conference. Local planners were given the option of also holding hearings if there were organizations with position statements to present and of holding open houses in various kinds of libraries before the regional conference so participants would have an opportunity for a firsthand view.

Subcommittee members and conference staff sent detailed memos to the regions on February 10 and February 20 and distributed copies of a Regional Conference Planning Guide on March 17. The guide, to which some sections were added later as needed, eventually included sections on planning tasks, suggestions for conference site planners, selection of participants, selection of delegates to the state conference, a public relations program, discussion group techniques, sample invitations to the regional conferences, lists of possible speakers, information on reimbursement for expenditures (each region was allowed up to $1,300 for expenses), and procedures for reporting conference results.

The Regional Meetings Subcommittee also authorized preparation of the slide show to be offered for use at each regional meeting. A contract was signed with Jack Lieb Productions, Inc., of Chicago, to produce the show, in filmstrip form with a sound cassette. Kathleen K. Rummel, assistant coordinator for the Illinois White House Conference, worked with the Lieb people on the script of the show, "The Information Challenge," on the identification of appropriate pictures, and on the production coordination. The strip has been widely borrowed and used in White House Conference activities in other states. (See *Side Notes*, pp. 353.)

The staff also prepared and published a pamphlet, "Meeting the Challenge," a condensation of the Illinois State Library's Long-Range Program for Library Development in Illinois. Regional planning committees were asked to distribute copies in advance to conference participants, along with the NCLIS pamphlet, "Goals for Action." Other materials for advance distribution were left to the discretion of the regional committees.

Within this common format, then, 17 regional committees were formed (Rolling Prairie and Lincoln Trail Library systems chose to hold a joint conference) and 17 regional conferences were held in May and June. No two were alike, but most regional committees reported enthusiastic participation and some were sufficiently excited by the discussion groups' work that they began planning further regional activities to carry out recommendations.

A total of 1,805 people, two-thirds of them community representatives, attended the 17 conferences. From among these, local planners selected 315 to attend the state conference, choosing with great care such a diverse and interesting group that the conference artist was moved to say, "Where did you find these people? I've never seen anyone work so hard!"

All of the ideas that were discussed in the regional conferences — 1,039 of them — were compiled in a report that was distributed in advance to delegates who attended the state conference, and many of these ideas, often in the same wording, found their way into the state conference's approved recommendations. One comment, from the Southern Illinois Conference might well have become the theme for the state conference: "Libraries cannot think of themselves as independent islands."

The aim of close interconnection between the regionals and the state conference seems to have been effectively achieved through the selection of most delegates from the regions and through the impact of the regional recommendations upon the state conference action.

The following lists the regional conferences held in Illinois, a summary of the conferences, and analyzes some of the characteristics of the 315 delegates selected by the regional committees.

REGIONAL WHITE HOUSE CONFERENCES IN ILLINOIS

Date	System Area	Location	Chairperson	Attendance
May 20	Cumberland Trail	Olney Central College Olney	Jane Snyder, Flora, and Ruth Lengelsen, Mt. Carmel	88
May 21	Starved Rock	Illinois Valley Community College Oglesby	Joyce Lucas and Mrs. Benedict Pierski, LaSalle	78
May 22	Corn Belt	Bloomington H.S. Bloomington	Mrs. Kay Stults, Normal, and Andrew Cooney, Chenoa	109
June 2	Illinois Valley	Bradley University Peoria	Carol Mulvaney, Peoria	134
June 3	Great River	MacMurray College, Jacksonville	Michael Garrison, Quincy	70
June 3	Lewis & Clark	Southern Illinois U. Edwardsville	Judith Messerle, Alton	68
June 8	Suburban	Moraine Valley Community College, Palos Hills	Bernadine Zarecki, Chicago Ridge	147
				317

June 9	River Bend	Augustana College Rock Island	George A. Curtis, Coal Valley	55
June 10	Bur Oak	Holiday Inn, Joliet	Jerrie Lee Hopf, Romeoville	72
June 10	Chicago	Chicago Public Library Cultural Center	Amanda S. Rudd, Chicago	225
June 10	Kaskaskia	Red Bud Elementary School	Donald Vanover, Red Bud	123
June 10	Lincoln Trail & Rolling Prairie	University of Illinois Champaign-Urbana	Mrs. Malinda Evans, Clinton	154
June 10	Northern Illinois	Rock Valley College, Rockford	C. Hal Nelson, Rockford	100
June 10	North Suburban	North Suburban Library System, Wheeling	Richard Frisbie, Arlington Heights	146
June 10	Shawnee	John A. Logan College, Carterville	Hans J. Fischer, Carbondale	99
June 11	Western Illinois	Carl Sandburg College, Galesburg	Roger Rezabek, Galesburg	90
June 17	DuPage	College of DuPage, Glen Ellyn	Michael McCaslin, Geneva	67
			Total Attendance	1,805

Summary Report of the Regional White House Conferences in Illinois

Thoughts About the Role of Libraries in Society

Expanding roles for libraries were envisioned in regional conferences across the state. Participants said libraries should be centers for lifelong learning, even present courses for college credit. They said libraries should be human resource centers, using informed citizens as information resources. Some wanted libraries to be cultural and entertainment centers. Ten conferences wanted libraries to be community information centers, providing information about community services, referral to services, or both. There were warnings, too, about diluting the role libraries played so well.

Kinds of Information Wanted or Needed

The categories of information wanted or needed reflect the diversity of a complex society. Participants listed career guidance, pre-retirement planning, changing family patterns, women in careers, environmental issues, health care, intergenerational conflict, consumer information, politics, intercultural information, the aging process among the subjects of concern. One conference summary said, "Address life's current problems."

Alongside this willingness to consider change was an interest in tradition. Half of the regional conferences expressed interest in the collection of local history. One combined the new with the old: "Libraries should record, on videotape, important events in their communities for historic purposes."

Kinds of Services Needed

Special services for special groups were em-

phasized widely. Eleven conferences recommended planning and programming for senior citizens. Ten stressed motivation of small children to read. Fourteen conferences dealt with improving library facilities to better serve the handicapped. Ten were concerned with developing methods of serving people who don't presently use libraries, including those who find libraries intimidating.

Conference participants sought expanded and faster reference services for the information they need, improved processing to help them find it, and increased non-print materials.

Library-Community Relationships

From Southern Illinois came the comment, "Libraries cannot think of themselves as independent islands," and many recommendations throughout the state dealt with this theme. Fourteen conferences stressed the need for continuing community assessments, so information services can relate to real needs. (One participant listed, "Needs to be determined by the public, not librarians.")

Library people need to learn how to deal with the political world, said some, and to relate to the diversity of minority cultures in their midst. Librarians should be active to community problem-solving, some participants felt. And many talked about using volunteer help, not only to stretch scarce resources but to improve community relationships.

Schools, School Libraries, and Cooperative Programs

Discussions in the regional conferences tended to center around public libraries, the contact point for most of the participants, but there was attention, too, to school libraries and to cooperation among all kinds of libraries. Seven conferences recommended that the quality of school libraries must be improved and seven urged improved cooperation between school and public libraries. Some were interested in going beyond cooperation to coordination or consolidation, believing school libraries are public facilities that should be more widely used by the community.

Interlibrary Cooperation and Sharing: Networks for Sharing

Cooperative sharing of information resources received much attention; regional participants said it was desirable, efficient, economical, effective. They talked of mechanics for improved cooperation, not only with all kinds of libraries but with other types of agencies. "Create networks between traditional and nontraditional sources," was one comment. Some talked of state, national, and international assistance in the improvement of library networks for sharing.

Public Relations

Letting people know what libraries and information services are and what is available for everyone was a major theme in almost all the regional conferences. Where discussion groups used a weighted method of determining significance, public information received the top priority. Said one, "Market and promote libraries. Be aggressive!"

Availability of Service

Some method of extending library service to communities which now have none concerned ten of the regional conferences, although there was not widespread agreement on what that method should be.

Increased access to already-existing facilities concerned participants, too. Nine conferences recommended more hours and more convenient hours of library service. One wanted round-the-clock service.

Improvement of Library Management

Two of the conferences gave considerable attention to improvement of management techniques as a way of stretching scarce funds. Both, independently, used the term "hard-nosed." They talked of cost/benefit analysis, evaluation, zero-base budgeting. These conferences and others suggested researching government and industry techniques of planning, training, and processing, in a search for tools to improve information services.

New Technology for Library and Information Services

Technology was seen as a management tool. Participants in many of the conferences were receptive, even excited, about the technological changes on the horizon, seeing tremendous possibilities for better, more complete, faster, more convenient information service. The real dreamers want — tomorrow, if possible — a home

computer linked with an information base in the library for 24-hour-a-day instant answers (whole answers, not book lists). There were some cautions about technology and its demands, too. And few participants felt that books will become obsolete.

Library Personnel

High quality personnel is the key to good service, and eleven conferences dealt with personnel in some way. Ten urged the importance of continuing education, not only in librarianship but to deal with special needs. Six reported that qualified personnel can't be attracted unless adequate salaries are paid.

Financing of Library and Information Services

The California votes on Proposition 13 came midway through the series of regional conferences and the impact of that vote was considered — not with solutions but with concern about the fate of public libraries in a tax squeeze. Actually, surprisingly little attention was given to library financing; it did not emerge as a major issue. There was something of an issue, however, in whether fees should be charged for special (particularly time-consuming) services, with opinions about equally divided.

Censorship

Although not a major topic at any conference, the threat of censorship to the free dissemination of information was mentioned.

Copyright Regulations

Five conferences reported concern about copyright regulations.

Regional Differences

Regional differences are not clearcut; comparable recommendations came from all areas of the state. There was perhaps greater difference between small and large communities; the small tended to want more library hours and the larger to be concerned with a greater number of services. But this was not a precise difference. Some of the urban area people wanted libraries open around the clock and some of the smaller communities saw the advantages of computerized data bases in their own areas. And Chicago was mightily concerned, as are other areas, with the lack of an adequate main library.

Contradictions

Inevitably, with so many people involved, there were contradictory recommendations:

"One-day service for technical information for the sophisticated user."	v.	"Let's break down the system that makes some people's information needs more important than others."
"Fees for service should be considered for the very expensive types of library service."	v.	"Knowledge should be free."
"Complete the national network for information retrieval so needs can be met when they occur."	v.	"Prevent federal takeover of information network."
"National networks must be established to supplement state and local networks."	v.	"Perfect state and local library systems before developing national systems.

Analysis of 315 State Delegates Chosen From the 18 Regional Conferences

Library Related Delegates Nominated

Academic	Educator	Info Science	System	Public	Retired Lib.	School	Special	State	Trustee	Other
C.T.	L.T.		W.I.	Kas	W.I.	D.P.	C.B.	N.S.	C.T.	
D.P.	Ch.		Kas	LT2		B.O.	D.P. 2		C.B.	
B.O.			D.P.	BO		R.P.*	R.P.		Kas	
R.P.			L.T.	L&C		L&C	L&C		B.O.	
L&C			G.R.	IV		R.B.	I.V.		R.P.2*	
I1 V			S.R.	NS 3		NS 2*	R.B.		I.V.	
NS - 2				GR		Sh	N.S.		N.S.4*	
Sh				sh.		Su 2	S.R.		Sub. 4*	
Sub				Sub. 8*		NI	Ch 5		N.I. 2	Ch 1
NI				Nor. 2		Ch			Ch 2	(ALA)
Ch 6				Ch 13						
17	2	0	6	34	1**	12	14	1	19	1

*Each time it is used means that one individual is counted twice, in two categories (example: a school librarian who is a public library trustee)

**There are actually a great many more retired librarians than this but only one system counted this category as library-related.

Area of Occupation *
Citizen Delegates

Agriculture	Bus/Ind.	Education	Government	Homemaker	Labor	Professional	Retired	Science/Tech.	Student	Other	Unknown	
2	17	32	7	26	2	8	18	3	15	25*	3	17 systems
	4	7	2	5		6	5		3	17*	10	Chicago
2	21	39	9	31	2	14	23	3**	18	42	13	Totals

*This is the listing from the nomination form for the National White House Conference. It doesn't work very well because it mixes apples and oranges: kinds of occupations and areas of occupations. "Professional" for example could include people in business/industry, education, or government. And yet there is no category for what is a very common occupation among our delegates: social service, either in public or private agencies. And there seems to be no category for our rather numerous writers and editors.

"Other," among the 17 systems, includes 2 rehabilitation counselors, 3 senior citizen center counselors or directors, 5 writers, 1 newspaper correspondent, 1 editor, a rabbi, 2 ministers, a Planned Parenthood counselor, a mental health worker, a free lance artist, a TV man, a recreation director, a caterer, a legal proofreader, an Underwriters Laboratory employee and someone who describes himself as "interconnectionist."

In Chicago, "other" includes 9 people who work in community or service organizations, a minister, a theatre director, and 6 people who write, edit, or handle public relations.

** I've probably undercounted here. Some of the faculty people under "education" are scientists and perhaps engineers should have been counted here instead of under "professional."

Assorted Categories of Information About Delegates Nominated:

Over 60	Under 21	Government	Handicapped	Vision	Hearing	Minority
Western 3						
Shawnee	Shawnee	Shawnee 2				
Kaskaskia 2	Corn Belt	Kaskaskia 2				Kaskaskia
			Cumb. Trail			
DuPage 2	DuPage			DuPage	DuPage	DuPage
	Lin. Trail		Lin. Trail			Lin. Trail
Bur Oak					L & C	Bur Oak
Rol. Pr. 2	Rol. Pr.	Rol. Pr.	Rol. Pr.*	Rol. Pr.*		
L & C 2		L & C				
Ill. Val. 2		Ill. Val.		Ill. Val.		Ill. Val.
	Riv. Bend					Riv. Bend
NSLS — 2	NSLS			NSLS		NSLS — 5
	Starved Rock					
Suburban 5	Sub. 3*			Sub.*		
						Great River
Northern 6 (2*)						Northern 2*
Chicago 6	Chgo.4					Chicago 29**
33 (13 systems)	15 (12 systems)	7 (5 systems)	3 (3 systems)	5 (5 systems)	2 (2 systems)	42 (10 systems)

*This means that 1 person is counted in two categories.

**The number may be greater; not all the forms were adequately completed. This 29 includes 22 Black, 2 Latin, 1 American Indian, 1 Japanese, 1 Indian, and 2 "other."

Sex at the White House Conference

System	Male	Female
Bur Oak	5	7
Chicago	31	59
Corn Belt	1	5
Cumberland Trail	2	4
DuPage	5	10
Great River	4	2
Illinois Valley	7	5
Kaskaskia	4	5
Lewis & Clark	4	8
Lincoln Trail	4	8
Northern Illinois	9	9
North Suburban	17	19
River Bend	3	3
Rolling Prairie	7	5
Shawnee	6	3
Starved Rock	2	4
Suburban	16	26
Western Illinois	3	3
TOTALS	130	185

B. Delegate Preparation for the State Conference

The Resources Subcommittee, chaired by Beverly Lynch, was charged with the responsibility of preparing materials to send to delegates. The subcommittee took its cues from the State Conference Subcommittee and the Advisory/Planning Committee which had determined that only a modest amount of materials should be sent to delegates and that modest amount would not include advance recommendations or position papers that would tend to predetermine the outcome of the conference. The Resources Subcommittee, in its series of planning meetings, did identify a need for a brief survey of kinds of libraries in the state with information on how they are governed and financed; subcommittee members worked on this survey. The subcommittee also sought what it called an "awareness paper" about the importance of information to society and selected an excerpt from a statement prepared for Eric Moon when he was president of the American Library Association.

The subcommittee determined that the following materials should be included in the advance packet to be sent to delegates:

1. Conference Concept, an outline about how the conference would proceed and how ideas could become official recommendations. The concept outline was prepared by Alice Ihrig, who chaired the State Conference Subcommittee. (See *Side Notes*, pp. 361.)
2. The conference program, summarized.
3. A list of state conference delegates who had accepted the appointment prior to September 18, 1978 (a complete list was distributed at the conference). (See *Side Notes*, pp. 364.)
4. A copy of the regional summary.
5. Libraries in Illinois, the survey referred to above. (See *Side Notes*, pp. 374.)
6. Access to Information, the excerpt referred to. (See *Side Notes*, pp. 376.)
7. Meeting the Challenge, the conference's summary of the Illinois Long-Range Program.
8. Delegate Selection Procedure, for choosing Illinois' representatives at the national conference.
9. A copy of the nomination form to be used at the state conference. (See *Side Notes*, pp. 378.)
10. A copy of the recommendation form to be used in the conference development of a plan of action. (See *Side Notes*, pp. 379.)
11. Conference Rules, proposed to govern the conference. These were voted on and accepted at the opening session November 12. (See *Side Notes*, pp. 379.)
12. Public Law 93-568.
13. Goals for Action, the NCLIS summary.

C. Discussion Leader Preparation

Carefully prepared leaders were seen to be of crucial importance, particularly since no recommendations were prepared in advance. The leaders, in addition to understanding leader techniques and the mechanics of reporting, would need to be:

- thoroughly grounded in the conference concept in which the delegates themselves would identify the topic areas for recommendations;
- prepared to serve as the core committee within each discussion group, responsible for seeing that recommendations actually

were prepared and submitted according to schedule;

- alerted to the need to help identify high quality participants who would make good national delegates and for whom nomination blanks should be prepared.

The Advisory/Planning Committee determined that there should be two leaders plus one reporter for each of the twenty discussion groups, that these should be chosen from among the delegates, that one of the leaders for each group should be a community representative, and that the leaders and reporters should be able to participate in the group discussions.

Because of the large number of leaders needed and the necessity for such careful preparation, a discussion group coordinator was required to select and recruit leaders, handle the correspondence, prepare training materials, schedule and conduct sufficient training sessions, and supervise coordination of the reporting process at the conference. Linda Crowe of the North Suburban Library System staff accepted this difficult assignment and was very effective. Two advance training sessions were held, one at Moraine Valley Community College for the Chicago area and one in Springfield. All leaders and reporters attended one of these.

D. Exhibits and Resource Center

The conference planners considered the exhibits to be one of the most significant ways of providing information to the conference delegates, information that they would need in their decision-making and development of recommendations.

A very active Exhibits Subcommittee, chaired by Pearl Ekblad, prepared and carried out plans for elaborate and exciting exhibits centered around:

1. The World of Information
   This included exhibits on the definition of information and examples of information needs plus resources of all types available to meet these needs. A part of this presentation was an Information Game, a self-quiz on the ways in which people need and use information. (See *Side Notes*, pp. 386.)
2. The World of Information Resources
   This included exhibits on programs, services, and materials available through libraries and other resources to meet people's needs. This section demonstrated computerized data bases and included the conference's resource center, which will be further explained below.
3. The World of Tomorrow
   The exhibits highlighted futurist social projections, technology and possible information resources and services. Related to this exhibit section were projections about Illinois's future by the director of the Illinois 2000 Foundation.
4. The World of Information Sharing
   Exhibits dealt with the meaning of networking and its value, the Illinois Library and Information Network (ILLINET), other library service programs operating regionally or statewide, and the technology of library networking.

THE WORLD OF INFORMATION RESOURCES
COMMUNITY INFORMATION RESOURCES
YOUR LOCAL LIBRARY IS A MAJOR INFORMATION CENTER. BUT THE NUMBER OF OTHER INFORMATION RESOURCES IS VIRTUALLY LIMITLESS.
THERE ARE:

Kathleen Rummel, assistant conference coordinator, helped the Exhibits Committee mount intriguing exhibits about the World of Information.

Handsome background panels illustrating these concepts served to unify the exhibits segments. An audiovisual center offered 16 films and filmstrips related to the exhibits and to the futurist orientation of the conference. (See *Side Notes* for AV Center Show Guide pp. 390.)

The Conference Resource Center

The resource center, directed by Glenn Scharfenorth, was the conference's own library, staffed throughout all hours of the conference to seek answers to questions from the delegates and the discussion groups. It was staffed by reference librarians with a small ready reference collection and phone access to the resources of Sangamon State University. The resource center also housed statements and position papers submitted by organizations for delegate consideration. Approximately 400 state organizations and associations had received letters inviting them to submit any materials they thought the delegates should consider. The conference office provided copying service so delegates could have copies of any resources from the center that they wished.

Because the exhibits were so closely integrated with the content of the conference and its proceedings, the exhibits were staffed for unusually long hours, before the start of the conference as well as during the conference.

IV. STATE CONFERENCE

The highlight of the Illinois conference was always intended, from the beginning of the planning, to be the interaction of delegates in the work sessions, and so it proved to be. Delegates shaped their own agenda and were so enthused about the process that they tended to go right on talking and planning when a work session was scheduled to end. Discussion sessions were planned from 3:00 to 4:30 P.M. and 7:45 to 9:15 P.M. on November 12, the opening day, and from 9:00 A.M. to 5:00 P.M. with a short break for lunch on November 13. Besides spending about 10 hours in these work sessions, most delegates attended a caucus for two or more hours on the second night; they had 20 of them to choose among, with titles like "Student Caucus," "Propaganda and Institutional Racism," and "Performing Arts in the Library" (which included an instruction to "wear casual clothes").

The Exhibits Committee and staff helpers arrived early to put the elaborate exhibits in place. Exhibits provided valuable background information for delegates and included a Resource Center, the conference's own library.

Noel G. Ebrahim brought greetings from Governor James R. Thompson, an honorary cochairman of the conference.

Concept

As explained to the delegates in advance in the Conference Concept outline, they would first take a look at the future and what it will be like for people, what their needs will be in a rapidly-changing world.

An opening session multi-media show (itself futuristic with its six slide projectors, three giant screens and dramatic music) dealt with predictions about the future, not just computers or developing technology, but also changing trends in living patterns ("Today's young adults have a stronger preference for near-urban living than their parents did." or "The number of households will skyrocket. More people prefer to live alone."), careers ("Because of the growth of knowledge,

skilled workers will have to attend school at least four times in their lives to be totally retrained."), energy problems ("Supplies of energy for household use will drop by 11 percent by 1985."), and the information explosion ("By the time a child born today is 50 years old, 97 percent of everything known will have been learned since the time he was born.").

The fast-moving show, titled "For What World do we Plan?" set the stage for the first round of discussions. The question that confronted each delegate as he arrived in the assigned group, "What are the needs of people in the future?"

Discussion leaders and reporters (two leaders and a reporter for each group, enough to enable them also to participate as delegates) had been trained in a modified Nominal Group Technique, a technique which also had been widely used in the regional conferences.

Each member of each group took turns identifying the needs he had listed. The group reporter noted each idea on large newsprint pads, then members of the group used a weighted voting procedure to indicate the most significant needs in that group's opinion.

Work Session I ended with the leaders turning in their worksheets and priority needs to the chairman of the State Conference Subcommittee and the Discussion Group Coordinator, who then assigned each group one of its priority needs to be considered further in Work Session II, held after the dinner break on opening day.

The topics chosen, which thus are a list of future citizen needs as identified by a remarkably representative group of Illinois people, were:

Jack Chitwood and Margaret Soderberg, left, were two of the sixty discussion leaders and reporters who staffed the discussion groups. The groups produced more than 200 recommendations for conference action.

Frank Dempsey records discussion group ideas. Each delegate spent 17 hours in work sessions and in addition to this many attended one of the 21 impromptu caucus meetings.

1. Free access to information for all elements of the population, with guaranteed absence of censorship;
2. Training for family life;
3. Need to preserve self-government and a democratic way of life and to retain open access to political power and jobs;
4. Promote service to the unserved, the underserved, and the unmotivated;
5. Capability to meet financial needs;*
6. To feel worth for one's being — life has a purpose;
7. Quality of life;
8. Ways to keep peace — national and international;
9. Fast and efficient access to and distribution of information;
10. Vocational and personal delight and an enriched cultural life;
11. Necessities for physical existence — food, shelter, energy;**
12. Education geared to information literacy — 100 percent literacy;
13. Funding for the future who is responsible — federal, state, local;*
14. Health care;
15. Development of humanistic attitudes;**
16. Public relations; to make people aware of what knowledge is available;
17. Opportunities for quality education for all;

Discussion leaders Elaine Smith and George Adams helped their group determine how to fill Illinois people's needs for information.

18. Conservation and environment, including overpopulation;
19. Economic resources;*
20. Continuing education.

The aim of Work Session II, for each of the 20 groups, was to consider in depth the identified need and to think about the kinds of programs and services required to meet that need. This was a step toward the following day's work, which would be consideration of those programs and services that were related to information services and the formulation of recommendations for providing those services.

The findings of all the groups were reproduced overnight and copies distributed to the work groups for the second day. For the most part, the second day discussions centered around the topics except that the three economic topics were combined into two and another topic, "Technology; Applications to Service," was added.

For the first two sessions on opening day, all delegates were assigned to a discussion group. On the second day, with the list of all identified needs before them, delegates were free to choose the topic of greatest interest to them or the group in which their own personal objectives for the conference could be best expressed. Throughout the second day, then, the groups continued to refine the first day's work, considering those services and programs that had a library component and then developing a recommendation.

Delegates with varied interests were able to spend part of the day traveling among groups to present ideas on more than one topic. Discussion leaders and reporters remained in their assigned groups to serve as a committee core to hear all ideas and share responsibility for writing the recommendations.

Each group's recommendations were turned in at 5:00 P.M. to the State Conference Subcommittee and to the office staff (expanded by stalwart volunteers) for typing and reproduction.

The conference plan called for use of high-speed photocopy equipment to produce all the recommendations by 9:00 P.M. that same day, so delegates would have copies in hand when they caucused. Alas for modern technology! That didn't happen! The elegant machine simply did not work. Delegates, fascinated but hardly ready

*Combined in 2 new topics: The Economics of Information and Personal Economics.

**Dropped. Added — "Technology: Applications to service.

for silence, went off to the caucuses anyway and produced more recommendations. These were added to the first set of recommendations; delegates received a complete set at breakfast the next morning, thanks to the energy and determination of Don Wright, a conference cochairman, and a small but agile crew who spent the night photocopying and assembling by hand the 400 copies of 46 pages. Commented one delegate, "That was terrific. It proved once again that human beings are better than machines." (See *Side Notes*, pp. 381.)

Other aspects of the Illinois conference contributed to the development of the recommendations. These will be briefly considered before the report on adoption of recommendations.

For What World Do We Plan?

The multi-media show which opened the conference on November 12 was an integral part of the conference concept just as the exhibits and resource center were. Illinois planners early decided that the conference should focus as much as possible on the future, in an effort to move delegate thinking away from reacting to the present. The multi-media show was the result.

Alice Ihrig, chairwoman of the State Conference Subcommittee, had been keeping a file of futurist projections relating to many aspects of our lives: education, energy, family life, urban problems, transportation, leisure time, demographics, etc. She developed a list of some of these as a basis for planning a slide show.

Kathleen K. Rummel, working with the list and with some futurist publications, refined the suggestions and selected a small percentage of them for a slide show that would take no more than 12 minutes. Production of the show was turned over to Jack Leib Productions, Inc., who assigned a script writer as well as technicians. Kathleen continued to work with the production group until the show was ready.

Excerpts from the script were used as "trigger statements" for discussion leaders, in case the discussions started bogging down or escaping too far from their futurist orientation.

Speakers

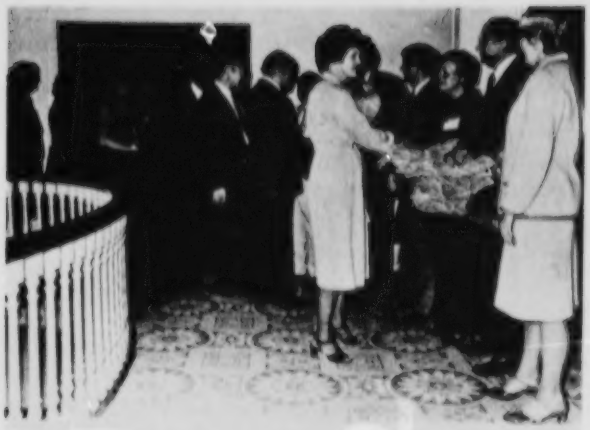
We have noted that the planners wanted to avoid speeches that would tell the delegates what to think. Some of the planners, however, urged the scheduling of at least one speaker, if only to provide some diversion from the intense discussions. Richard Scammon, director of Elections Research Center, Washington, D.C., was invited to address the delegates after dinner the first night of the conference and was indeed instructed not to talk about issues that might be before the conference. He was asked instead, to talk about public attitudes in the United States. (See *Side Notes*, pp. 382.)

Charles Benton, a resident of Illinois, had recently been appointed chairman of the National Commission on Libraries and Information Science. He was invited to attend the conference as a special guest and make a brief address at the same dinner session. (See *Side Notes*, pp. 381.)

Reception at the Governor's Mansion

Again seeking at least a short period of diversion for the delegates, the conference planners arranged for a reception on the second evening of the conference at the mansion of Governor James R. Thompson, an honorary cochairman of the conference. Buses left the conference hotel shortly after dinner and were scheduled to return about two hours later, at which time the delegates were to receive copies of all recommendations written by the discussion groups and then consider the recommendations in caucuses. Actually, many of the delegates climbed onto the buses early to

Richard M. Scammon, director of the Elections Research Center, and Charles Benton, new chairman of the National Commission on Libraries and Information Science, were dinner speakers on the opening day of the conference.



White House Conference delegates visited the Governor's Mansion for a reception, one of the few chances to relax during a hard-working three days.

return to the hotel and the caucuses. The bus trip and the reception offered additional opportunity for delegates to exchange ideas on recommendations. (See *Side Notes* for information on caucuses, pp. 384.)

The November 14 General Session

When the general session opened at 9 A.M. on November 14, delegates had received copies of 46 pages of almost 200 recommendations, organized according to the discussion group headings and incorporating additional recommendations from caucuses and individuals either within these topic areas or in separate new sections. All recommendations turned in to the conference office had been reproduced, in the delegates' own language.

According to the conference rules, adopted on the first day, each section of the recommendations would be introduced for action by a spokesman for the group that drafted that section. Although complete debate was allowed on any point, this method of organization enabled delegates to deal with a large number of issues in a coherent fashion.

Cochairman Wright presided. Alice Ihrig, chairwoman of the State Conference Subcommittee, served as session clerk, assisting the chair and recording action on each motion, providing a section-by-section summary of action for the staff to reproduce. Edna Holland, Mary Greenawalt, and Elizabeth Ohm operated overhead projectors which enabled the delegates to view on screens the exact wording of each motion. Russell Anderson served as parliamentarian.

The room was crowded. Delegates were intent. Many wanted to be heard and were heard. There was concern that there would not be time to debate and act on so many issues. Cochairman Wright, who retained his serenity, diplomacy, and good humor despite his all-night stint on the collating crew, assured everyone that the session was going to work. It did.

Motions were introduced and often debated heatedly by delegates lined up at six floor microphones. Aware of the time problems, most delegates tried to be brief. One, who at first sought to be heard on every motion, finally was booed, and retreated.

As the delegates moved through the pages of recommendations, some groups representing particular viewpoints, began to coalesce. One of these groups opposed any recommendation for federal assistance to libraries. Another opposed any mention of special services for special groups, contending that the proper concern of the conference was quality service for everyone, including people with special needs. Another cluster was concerned with women's issues; the total conference rather consistently broadened such specific references to include all people. (In putting one of these motions to a vote, Cochairman Wright said, "All those in favor of changing 'women' to 'human beings,' please vote aye." There was a roar of laughter.)

Considerable debate early in the session centered around censorship and intellectual

A delegate speaks for a recommendation at the conference general session at which Donald E. Wright, conference cochairman, presided. Alice Ihrig, State Conference Subcommittee chairwoman, served as session clerk, keeping the official record of action. Seated at the left is Parliamentarian Russell F. Anderson.

freedom. There was continuing debate, in several topic areas, about the appropriate role of a library. One proposal, for example, was that public libraries develop files for consumers, that would include complaints on such things as TV repairs, foot doctors, dentists, "and librarians, also, I suspect," commented Cochairman Wright later. The proposed files would allow consumers to read about experiences of others in seeking quality services. The proposal was not approved, for a variety of reasons. But in the debate there were several who felt the library should not extend its role beyond that generally-accepted traditional role. Other proposals did expand the role the public expects libraries to play. "I would have liked to have more discussion of that role idea," Cochairman Wright said later. "I'm sorry there wasn't more time for that."

There was little consideration of the work of information scientists, perhaps reflecting a lack of understanding and focus which had somewhat bothered the planners of the conference from the beginning.

Although the room remained crowded and grew hotter, it was remarkably quiet. Everyone seemed to be listening, Wright recalled, adding, "And everyone — almost everyone, at any rate — stayed. There was little shrinkage as the day went along. And very little moving about."

Volunteer ushers from Lincoln Library in Springfield and that library's Friends group soothed a few ruffled feelings. (Someone complained that Delegate Joanne Nykiel's baby was making disturbing cooing noises and wanted the baby dispatched from the room. An usher explained that the baby was viewed as an honored conference participant and suggested the complaining delegate move to another seat.)

Kathryn Gesterfield, director of the Illinois State Library and a delegate, was recognized in midmorning on a point of personal privilege. She had just been informed, she said, that a bill had been introduced moments before in the General Assembly to override the governor's line veto of additional funds for library systems and the State Library. The delegates cheered and voted unanimously to urge passage of the override bill. Letters were sent within two days to all state legislators, reporting the conference action. The override bill eventually passed.

Delegates had acted on more than half the recommendations by noon, approving about two out of three. Some motions were of an editing type but for the most part they dealt with content. One motion, approved, authorized the executive committeee to consolidate similar recommendations and clarify them if needed. Another motion, approved, provided that any recommendations left unconsidered by the delegates at adjournment should be referred to the executive committee for action and inclusion, if approved, in the final list.

Back in session at 1 P.M., delegates returned promptly to work. Voting throughout the day was conducted by a show of cards: a green square for yes, a red triangle for no. No roll call votes were needed.

Shortly before 3 P.M., with about three-quarters of the recommendations considered, the group stopped to hear a report from the Delegate Selection Subcommittee. Nominations for national delegates from Illinois had been turned in for 109 library-related participants and 128 community participants, John Robling, subcommittee chairman, said. His group, he continued, would at-

tempt to pick a balanced and distinguished list of national delegates from among these nominees.

Two delegates, Cullom Davis of the Sangamon State University history department and Peggy Sullivan of the Chicago Public Library, delivered a final summary and challenge.

"Now, while I hope that our delegates to the Washington conference will seek national solutions to truly national library problems," commented Davis, "it is equally evident to me that there are state concerns, local concerns, and even individual concerns that we cannot lay upon the shoulders of our national delegates but that we must assume ourselves."

Peggy Sullivan added, "I would think, too, that it's really important to focus for a moment on the delegates who will go to Washington. We will have the opportunity to invite them to come to where we are and to listen — not to talk *to* us, not to tell us what they're going to do or what they're going to say, but to listen — to our concerns."

Cochairman Ice had the final word. "Thanks for all of your dedication, your hard work, and your contributions," he told the conference. "I believe that the Illinois conference, represented by our ultimately chosen delegates, will have a noticeable impact on the White House Conference next year and will make a valuable contribution to it."

He adjourned the conference at 3:50 P.M., 10 minutes ahead of schedule, a particular pleasure to him because he'd devoted 15 months to trying to keep committee meetings on time and had politely accepted failure.

As delegates left the hall, still intent on talking to each other, they received copies of the day's Record of Action, made possible by Alice Ihrig's running summary of the status of recommendations.

Buses began loading for the trip to the railroad station 55 minutes after adjournment. Delegates were still talking.

The Delegate Selection Subcommittee took its stacks of biographies, nominations, charts, and memos to a conference room and stayed in session until 11 P.M., finally completed its work later by a mail vote.

V. ISSUES AND RECOMMENDATIONS

Following the vote of the conference, all recommendations not acted upon in the general session were sent to the executive committee. A tally of committee members' votes established which of these recommendations should be added to those passed in the conference.

Also following the instructions of the conference, similar recommendations were consolidated by a small editing committee, and regrouped under a new set of categories: the eight

Delegates raised green squares (for yes) or red triangles (for no) to vote on recommendations during the general session that concluded the conference. Photographer, Corinne Sinnott, the *Sun Newspaper*, LaGrange, Illinois.

action goals that had been established by the National Commission on Libraries and Information Science plus some additional categories for areas not covered by the eight goals.

The 108 recommendations that emerged from this consolidation (still almost entirely in the language of the delegates) were produced and mailed to all delegates with a ballot asking each to vote for up to 20 of the recommendations he or she considered the most significant. The returned ballots were tallied on two sheets, one for library-related delegates and one for community delegates. The combined totals established Illinois' priority recommendations, 24 in number.

ILLINOIS WHITE HOUSE CONFERENCE RECOMMENDATIONS

A Consolidation of Reports Adopted by Delegates to the Conference
November 14, 1978

- Established as a priority recommendation by vote of the delegates and rank number.

I. *LIBRARY AND INFORMATION SERVICES ADEQUATE TO MEET THE NEEDS OF ALL LOCAL COMMUNITIES*

- **#2**

1. The level of tax support for public library and information services should not be decreased as patterns of local taxation change. Increased funding is needed for local public libraries. Alternate methods of funding libraries should be considered.

- **#15**

2. Library units should make regular assessments of the cost effectiveness and relevance of services, funding the most cost-effective programs first. Establish a three-tier system of Basic, Desirable, and Exemplary levels of service and fund according to these priorities.

- **#8**

3. Libraries should guarantee an unbiased selection of materials on all sides of an issue and full access to all information by all people.
4. Libraries should establish media programs to educate school age people about censorship and their freedom to read and should establish programs in public libraries to educate non-school age patrons about censorship and its dangers to our society.
5. States should initiate legislation that would require the election of library boards in all communities to allow active participation of all segments of the community in determining library services.
6. Library schedules should be flexible to better serve the needs of working people.

Areas of Emphasis

(Note: Delegates to the Illinois White House Conference looked into the future to try to assess the kinds of needs people will have in a changing world. On the basis of these topics, they then made recommendations for specific library and information emphasis, relating to fundamental human needs identified.)

II. *COMMUNITY INFORMATION AND REFERRAL SERVICES*

- **#10**

7. Each library should maintain a community information and referral center, for the coordination and utilization of education, social, and governmental resources at the community level.
8. Libraries should provide resources files and referral services which deal with basic needs of people in the community, such as food, clothing, and shelter, as well as social and human service programs.
9. Illinois State Library should establish guidelines for the establishment in public libraries of referral services for all community resources and agencies.
10. Illinois State Library should assume the role of setting up workshops on the library as a

community information and referral center, covering procedures necessary for evaluating community needs, assembling information, maintaining its currency, and disseminating it to the public.

III. *COMMUNITY RELATIONS*

- **#22 (tie)**

11. Community members should be actively involved in library short and long-term goal setting, policy-making, selection of materials, and evaluation of services.

12. Libraries should be aware of the changing complexion of their communities and probable future developments with particular concern for reflections of our changing life styles (changing family roles, longer life expectancy, and expanded leisure time), projected demographic makeup, career opportunities and training, and lifetime learning.

- **#3**

13. Libraries should continue their traditional roles as information storehouses and strive to meet the needs of a changing world by more efficient use of building and resources:

- having more flexible hours;
- providing meeting space for public groups;
- coordinating programs between school and public libraries;
- enlisting help of volunteers to aid in delivery of materials to handicapped and shut-ins;
- offering telephone information referral service;
- constantly assessing the effectiveness of library programs.

14. Libraries should aggressively seek opportunities for interagency cooperation.

IV. *LIBRARIES AND LEARNING*

Local

15. Libraries should become a major resource in lifelong learning by providing, in cooperation with other agencies:

- an accessible testing center for aptitude and skill testing;
- independent learning advisers;
- opportunities to learn information-handling skills;
- various approaches and materials in a variety of formats and comprehension levels;
- psychological support to instill user confidence.

16. Libraries should be actively involved in providing opportunities for quality education of all ages, through traditional and nontraditional facilities and human and material resources.

17. Cooperation with state employment agencies is needed to provide resources on career options, training and retraining programs, ranges of experiences and/or educational requirements, and opportunities available.

18. Libraries should serve as clearinghouses for information about educational opportunities and information about support services for their utilization.

State and National

19. Regional groups should be established to promote and utilize instructional and public access television with adequate funding and equipment to make this mode of communication available to all citizens.

- **#16**

20. Adequate federal and state funding should be provided for library materials, personnel, and facilities that will enhance learning at all levels and that are appropriate for the cultural and language needs of the users.

21. Congress should empower and fund libraries to assist and cooperate with other agencies in the extension of lifelong learning opportunities.

V. **LITERACY**

- **#12**

22. Libraries should assume leadership and coordinate their activities with schools, colleges, industry and business, television, art

and cultural organizations, and social agencies in solving the problems of illiteracy. Duplication of activities should be eliminated and priorities established for encouraging young and elderly alike to participate in these programs, all designed to increase enjoyment and improvement of life for all segments of our population.

23. Training and emphasis are needed upon basic library skills to realize the goal of information literacy (i.e., awareness of and ability to find and use information resources).

24. The state of Illinois should develop and fund adult literacy learning centers through various community agencies, such as community colleges, branch libraries, schools, and other easily accessible places.

25. All programs funded through the Adult Basic Education program of the Illinois Office of Education should be required to have a library service component with materials geared to the needs of the students.

26. The federal government should:

- provide incentives (project grants) for cooperative literacy projects among schools, libraries, and other community agencies;
- define, assess, and establish standards for both print and non-print literacy on the national level;
- compile and disseminate research for the planning, development, and implementation of literacy programs.

27. More funding is needed for television programs that support teaching and learning of basic communication skills: reading, writing, listening, speaking, viewing, and visualizing (especially critical skills).

28. Increased funding is needed from all available sources for programs such as Reading is Fundamental, Literacy Volunteers of America, and Right to Read.

29. The White House Conference should strongly communicate to publishers and producers the need for both print and non-print "high interest — low literacy level" materials.

VI. *SPECIAL SERVICES TO SPECIAL GROUPS*

- **#1**

30. Library services should be provided to the unserved, underserved, and unmotivated, who may include: residents of high rises, blind, deaf, senior citizens, dropouts, developmentally disabled, physically handicapped, mentally handicapped, those where no service is available, geographically isolated, rural, uprooted, migrant, non-English speaking, print handicapped, students, American Indians, local professionals, laborers, those facing attitudinal barriers, unemployable, those in jails and prisons.

31. State, regional, and local governments should provide funds for library services to the unserved, underserved, and unmotivated.

32. Directional signs, access tools, public relations information, and all other relevant materials should be available in the language most appropriate, be it foreign languages for the non-English speaking, Braille and talking books for the blind, sign language for the deaf, simple and concise information for the educationally disadvantaged, as well as translations of computer terminology for the lay person. Well-trained staff should be capable of meeting information needs in the appropriate language whenever needed.

Blind, deaf, and handicapped

33. Libraries should provide fully developed services to the blind and deaf and physically handicapped, including bringing services in an appropriate format to the blind, deaf, and physically handicapped wherever they may be.

34. Libraries should provide available interpreters for the deaf, provision for deaf consumer input in acquisitions, one library in each system to have a teletypewriter.

35. Services and materials should be provided to the learning disabled in an appropriate format.

Homebound and aged

36. Library services should be provided to homebound users through a combination of telephone and video displays of visual materials.

- **#20 (tie)**

37. Library in cooperation with other communi-

ty agencies, should improve services for the elderly and the non-mobile, including delivery of library materials to homes and provision of transportation to libraries.

Ethnic minorities

38. Liaison should be established between libraries and agencies and organizations dealing with underserved populations, to identify their special needs and initiate appropriate measures on a cooperative basis to implement this service.

39. Libraries should be responsive to the ethnic makeup of their local communities: by providing service in the community spoken language, providing materials in the language spoken, and by observing the ethnic holdings and traditions.

40. Federal library legislation should provide "set aside funds" to be allocated by the states to ethnic, racial, and cultural groups for the purpose of (1) identifying the information and service needs of their unique groups and (2) in collaboration with existing community, academic, special, or public library services, develop information and library service programs to meet the needs of their unique groups.

Youth

41. Library services to children should include bringing services in an appropriate format to children wherever they may be.

42. Youth should be involved in policy-making to insure a responsive environment for youth in libraries/information centers.

● **#9**

43. Quality service to children and youth should include:

- greater school/public library cooperation;
- full access to materials;
- inclusion of children's and young adult materials in data bases for improved access;
- equitable budgeting in public libraries for youth services.

Native Americans

● **#11**

44. The Illinois White House Conference recommends that:

- the White House Conference on Library and Information Services designate a special task force on Native American *urban* library needs as well as reservation;
- Native American institutions with unique collections should be given financial incentives for making their collections accessible to users other than their primary clientele;
- adequate special services to Native American constitutents should be provided, especially the unserved;
- the planning of urban Indian library services and flexible delivery systems should involve the collaboration of librarians and lay individuals representing all economic, social and education segments of the Indian community and community agencies;
- library resources will reflect the specific geographic information needs of various Indian groups, urban as well as reservation;
- outreach programs should be initiated to recruit and finance Indian librarians in urban and reservation areas;
- all library materials on Native Americans document their twentieth century accomplishments as well as those of the past.
- monies should be allocated for special workshops for educators in the use of Native American materials;
- Native American bilingual materials should be made available in those regions where the groups deem them necessary;
- general information banks should contain data on all Indian-White policies as a matter of historical documentation.

Hispanic-Americans

● **#17 (tie)**

45. The Illinois White House Conference recommends meeting the needs of the Hispanic community by:

- recruiting and training bilingual-bicultural professional staff in proportion to the population;
- involving Hispanic individuals and organizations in identifying, planning, and establishing library needs;

- providing Spanish language materials in public and school libraries in areas essential to basic necessities in a format understandable to the users;
- providing active and comprehensive outreach programs to serve the unique needs of the Hispanic community;
- establishing programs that will stimulate the community to utilize and participate in library activities and facilities;
- providing and preserving print and non-print materials indigenous to Hispanic heritage and culture.

Institutionalized

46. Library services and collections are needed for all nursing homes, jails, prisons, hospitals, and mental health facilities.

Business and professional

47. The local public library should identify the needs of specific professions to be served and, in cooperation with key persons in the respective professions, organize the respective service to meet these needs.

Agriculture

48. Governmental bodies should strive to cooperate more fully with farm organizations and agribusiness firms in meeting the farmer's informational needs. Cosponsorship of research, publications, and meetings can improve cost-effectiveness in this time of continuing financial stress.

VII. *SCHOOL AND ACADEMIC LIBRARIES*

● **#4**

49. State and national mandates should be established for quality school media programs at all grade levels, encompassing a broad spectrum of materials which strengthen all media skills and other technological competencies needed for access to information, administered by certified, qualified personnel at the building level.

● **#4**

50. All elementary, secondary, and higher education institutions must provide a library or information center staffed with trained library personnel and with access, through cooperation, to resources of other libraries.

51. The Illinois Library Association should direct a special promotional campaign to educate school boards and administrators about the importance of school libraries.

52. The conference supports the concept that the responsibility of academic libraries extends beyond the collection and organization of materials to place them more directly into the learning/teaching process by providing students with an awareness of the literature of their fields, how to access pertinent information, evaluate it, and utilize it.

VIII. *PUBLIC RELATIONS*

Local level

● **#14**

53. Libraries should undertake a continuous public information program using the full range of media presentations to advise the public of all facets of the library/information center operation.

● **#7**

54. All libraries should develop public awareness by:
- seeking formal and informal people-to-people contact with all ages;
- establishing an advisory board representative of community interests;
- encouraging use of volunteers of all ages;
- informing community groups about library services through a Speakers Bureau;
- maintaining regular contact with news media;
- using government and private contacts as community resources;
- developing staff sensitivity to people and their needs to insure a good experience at the library.

55. Effective public relations campaigns should be aimed at nonusers, not necessarily to convince them to use the library but to convince them that libraries are an important and positive influence in the community.

56. Local library staffs and boards are library public relations representatives everywhere they go and should be challenged and encouraged to accept that responsibility.

57. Libraries should involve community representatives to sell library services throughout the neighborhoods.

● **#17 (tie)**

58. Illinois State Library and Illinois Library Association should conduct an aggressive campaign to continually promote an awareness of library services. The National Commission on Libraries and Information Science should accept responsibility to place high priority on library public relations at the national level.

59. ALA should contact major professional advertising/public relations firms to mount and conduct a national promotional campaign in support of libraries and their services, as public service or through special grants. ALA should contact the national Advertising Council to work towards getting libraries chosen as their major campaign in the coming year.

60. A national library logo should be created.

61. ALA, ILA, and other interested groups should publicly condemn advertising that presents stereotyped images of libraries and librarians.

IX. *STRENGTHENED STATEWIDE RESOURCES AND SYSTEMS*

62. Fiscal support should allow all kinds of libraries to meet nationally recognized standards of service.

● **#22 (tie)**

63. The conference stresses the importance of a commitment to state and federal support of library education and research as a necessary foundation for the successful delivery of the traditional, innovative, and increasingly complex services demanded of libraries and librarians.

64. As special, academic, and research libraries participate in network services, tax-supported funding for these institutions and for necessary network mechanisms should be provided on a continuing basis.

65. Part of federal appropriations for library and information services should be distributed to the states on a per capita basis and the state should distribute these funds directly to the local level on a matching basis.

X. *IMPLEMENTATION OF A NATIONWIDE NETWORK*

● **#5**

66. The Illinois White House Conference recommends that a national library and information services network be developed, utilizing the most advanced technology available, to serve the information needs of citizens by facilitating improved resource sharing.

● **#6**

67. The conference recommends establishing the right of all citizens to easy access to all resources contained in all information centers, which might require:

- universal library card;
- information provided by mail delivery, home delivery, visiting librarian, bookmobile, telephone ordering, and home computer terminal;
- on-site union catalog and bibliographies;
- access to national information data bases;
- balanced copyright laws.

Standards

68. The conference recommends the development of a national bibliographic system providing data describing and indexing information sources of all types.

69. A national organization should set standards for compatibility of information and communication systems.

Resources

● **#20 (tie)**

70. The preservation, encouragement, and ef-

fective utilization of the great and indispensable collections in independent research libraries such as the John Crerar and the Newberry libraries should be high on the agenda of the national conference, to assure the survival of such libraries and the access of the American people to their incomparable resources.

71. The conference recommends full participation of profit, as well as nonprofit, private sector libraries in existing and planned networks which are publicly supported.

● **#17 (tie)**

72. The national conference should consider the urgent question of the preservation of library materials, now threatened through the deterioration of paper and other materials on which they are recorded.

Centralized services

73. A nationwide system, using the most advanced technology, should be accessible to local library units where every individual can have access to inventory and identification of information resources. Establishment costs of a national network should be funded by the federal government and the network maintained on a shared cost basis.

74. Information resource centers, with professionally-trained staffs, should be provided in centralized locations, according to particular geographic and population needs, which shall acquire, coordinate and disseminate information, materials and services through the most advanced available methods and through cooperation with public and private libraries, educational institutions and specialized information sources and depositories, to provide new access to and expansion of existing services.

75. A national library card or national system of borrower card reciprocity is needed, with safeguards to assure return of borrowed materials. In the interim, a state library card or statewide system is needed.

76. A national periodicals center should be established to acquire and preserve a collection of periodical and serial publications from which copies can be disseminated for users when those resources are not locally available, and the national periodicals center should be operated under policies which compensate publishers and authors according to the United States copyright law.

77. Toll-free, multi-lingual, 24-hour telephone lines should be provided to regional or national centers offering ready reference and information.

Technology

78. The conference recommends continuing the development of interconnections between libraries and between patrons and libraries, utilizing modern technology where appropriate.

79. Individuals should be educated to use new technologies to obtain information independently.

80. The National Commission on Libraries and Information Science should establish a committee to explore ways of providing free access to information from computerized data bases owned by non-tax-supported organizations.

81. The National Commission should establish a committee to study the positive and negative effects of library technology on the library user.

Research and development

82. The federal government should continue and increase financial support for research and development of information storage, retrieval, and distribution systems.

83. Research and development is needed in the use of advanced technology for cost-effective preservation and storage of library materials.

XI. *PRIVATE SECTOR PARTICIPATION*

84. The Illinois White House Conference recommends the identification and increased use

of collections in special libraries in the private profit and nonprofit sectors, in order to enhance the interchange of existing sources of information/and other resource aid (e.g., technical, personnel).

XII. *RECRUITING, TRAINING, CONTINUING EDUCATION AND STAFF DEVELOPMENT PROGRAMS*

● #13

85. The existing gap between information sources and those persons needing information should be narrowed by readily available assistance of trained personnel. Educational programs for librarians and information scientists should be strengthened to attract and develop persons capable of evaluating information and selecting resources. Community involvement of the librarian should be a major concern to library science schools and to the employers of librarians. Dynamic, creative, and understanding individuals should be recruited and encouraged as staff members, board members, and volunteers in libraries.
86. In-service training should be provided for all library staff and board members to enable them to assess needs, utilize resources, and capitalize on the interests of the library's community.
87. Library personnel should participate in ongoing staff development programs encompassing sensitivity to particular user needs, interpersonal and other library-related skills.
88. Staff development programs should include experiential and educational opportunities to upgrade skills, broaden range of responsibilities, increase job satisfaction, increase effectiveness, and maintain pace with change.
89. Specialized training should be required of all public library staff and should be reflected in statewide standards under the leadership of libraries and state governments.

XIII. *SPECIAL ILLINOIS RECOMMENDATIONS*

90. The state of Illinois is responsible for assuring that library materials, services, qualified staff, and library facilities are available to all residents.
91. Total access to information resources for all citizens should be facilitated by legislation to expand existing library systems in Illinois to include libraries of all types (academic, public, school, and special) and providing for their voting representation on boards of library systems.
92. The conference strongly urges the Illinois General Assembly, the Secretary of State, and the Governor to give high priority and increased financial support to meet the challenge of excellent library service in Illinois, as outlined in the Illinois State Library's Long-Range Program for Library Development.
93. The Illinois State Library staff should be strengthened by improved employment benefits and compensation, by freedom from political involvement, and by vigorous recruitment of librarians from out-of-state as well as Illinois, in order to ensure that the entire staff possesses a high degree of professionalism and dynamic and creative leadership, to bring about improved library service to Illinois citizens.
94. State funding should be channeled into multitype library councils in areas of concentrated populations of libraries, library resources and library users, to enable all types of libraries to work together to maximize use of these rich and diversified resources, thereby providing improved library services to Illinois residents.

XIV. *FACILITIES*

95. The conference recommends mandating compliance with state and federal laws requiring accessibility to public facilities for the general public, including the blind and physically handicapped, by:
    - approving or not approving structural plans for all new facilities or additions before construction is permitted to begin;
    - in the case of existing facilities, providing aid by means of consultation in adapting the facilities so they may be made accessible;

- where hardship cases can be determined, by providing state funds so there will be no impairment of basic library service.

96. All government agencies should be made aware of the importance of providing attractive, clean, functional, accessible library facilities as a significant aspect of attracting users and nonusers.

XV. *INTERAGENCY COOPERATION*

97. State agencies should promote use of libraries as public policy information centers by providing reports and statements on emerging public policy issues.

98. Libraries should make information and research services available to governmental units of all kinds and might be assisted in this process by Illinois State Library, state agencies, and local government associations.

APPENDIX

The following areas of emphasis for library and information services were identified as relating to fundamental human needs.

- **#22 (tie)**

99. *Family*

Libraries should establish special sections on family life designed to:

- acquire a wide range of resources;
- organize and display these to attract users;
- function as a central point of referral for family life services and programs;
- facilitate contacts among families/persons with similar needs;
- cooperate with other socializing institutions;
- provide extension services.

Library materials should reflect a variety of individual roles in the family, including nontraditional roles.

Needs of families should be a priority concern at the White House Conference.

Libraries should provide comprehensive sex education materials.

The Illinois State Library development group should coordinate all library and service agencies in providing information services to meet present and future needs of families.

100. *Democratic way of life*

Libraries should provide information that enables the public to make educated decisions during their participation in the political process by presenting differing points of view on all issues and pertinent information about candidates at every level.

Libraries should provide opportunities for people to participate in forming public policy by:

- computer-based information services to interface with state and local government information systems;
- access to data pertaining to analysis and advocacy of public issues.

101. *Human resources*

Each library should develop a talent bank of resources, persons, volunteers, programs, displays, and organizations from whom the library can draw as needs are identified.

102. *Conservation and environment*

Information centers should assume a key supportive role with regard to storage of, access to, and active dissemination of information on conservation, environment, and the necessities of physical existence, and information center personnel should be knowledgeable concerning these issues.

103. *Personal finances*

Information centers should become the active agencies for providing programs and information on:

- personal and family budgeting with particular emphasis on getting the best nutrition, housing, and health care based on income;
- employment, with particular emphasis on applications for jobs (requirements for jobs, advancement in jobs, and retraining for jobs);
- consumer education, with particular atten-

tion paid to product valuation and energy conservation;

- taxes, including tax referral service, and voter education concerning financial issues;
- investment, retirement, and estate planning for individuals;
- finance, marketing, and business development for small businesses.

104. *Health care*

All types of libraries should advocate, make available and promote the distribution of health care information through use of the printed word, AV, and the developing technologies of communications. We further recommend multitype library cooperation be implemented to cross traditional boundaries in meeting health information needs.

Federal programs such as Medical Library Assistance Act should be continued and expanded to include consumer health education and the National Library of Medicine's computer program should be given adequate support.

Legislation for the National Library of Medicine should be expanded to mandate provision of information to meet the needs of the patient and health care consumer.

105. *Historical materials*

The State Historical Library, with the cooperation of the Illinois State Library, Archives, State Museum, and local historical groups should develop a continuing program of assistance to local libraries on the care, use, and dissemination of local historical information, the collections to be retained in the community to the extent possible.

106. *Life's purpose*

Libraries should provide information on the religions of the world and philosophies and value systems which provide resources for the individual's search for the meaning of existence and for personal goals and aspirations.

107. *National and international peace*

The library should act as a facilitator for studying (1) religion, (2) philosophy, (3) psychology, and (4) economics (as contributors to world peace), by locating and providing facilities, media resources, and resource persons for open discussions in the community.

Libraries should enlighten world citizenry as to its total cultural wealth by:

- initiating programs of international library personnel exchange;
- providing information about cultural interchange activities;
- promoting foreign language and cultural education utilizing community resources;
- serving as information centers for national and international exchange programs;
- providing up-to-date travel information;
- cooperating with agencies to host international visitors.

108. *Cultural activities*

Funds should be provided and libraries and information centers mandated to promote or provide access to cultural information by sponsoring or subsidizing performances of theatre, dance, music, and exhibits of the plastic and graphic arts, including film, with special emphasis given to the important contributions of minority groups.

Libraries should offer the community options to experience and support the popular and fine arts, and coordinate their services with special events and activities of local and regional interest.

VI. ILLINOIS DELEGATES
WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Community Representatives

Nancy Abbate 524 West Belden Chicago 60614	executive director Youth Service Project, Chicago
John Armendariz 1234 Granville Chicago 60660	foundryman
Elizabeth Lawson 371 East 89th Place Chicago 60619	assistant director of admissions Chicago State University
Patrick C. Racey 10640 South Bell Chicago 60643	manager, government relations Quaker Oats Company
David M. Truitt 1642 East 56th Street Chicago 60610	attorney
William J. Boyd 781 Walden Road Winnetka 60093	director, adult and continuing education New Trier Township High Schools
Cullom Davis 61 Bellerive Springfield 62704	professor of history Sangamon State University
Dayle Deal Eldredge 63 Country Place Springfield 62703	agricultural specialist Secretary of State's Office
Christopher Donahue 832 North Rockford Rockford 61107	high school student
Eugene W. Holmes 706 West Eleanor Place Peoria 61604	vice-president of public affairs WRAU-TV
Arthur Jackson 3700 5th Street Rock Island 61201	community college instructor
Elizabeth Maloney 644 East Vandalia Edwardsville 62025	aide, learning disabled class

Howard R. Veal, Sr. 2016 Randall Court Springfield 62703	executive director Springfield Urban League

Library-Related Representatives

Howard W. Dillon 6940 Constance Chicago 60649	associate director University of Chicago Library
David King 2400 Lakeview Chicago 60614	librarian, editorial library Standard Educational Cooperation
Robert R. McClarren 1560 Oakwood Place Deerfield 60015	director North Suburban Library System
Sharon Simmons 516 South Monroe Clinton 61727	school media specialist; local library and library system trustee
Peggy A. Sullivan 953 West Montana Chicago 60614	assistant commissioner for extension services Chicago Public Library
Donald E. Wright 1715 Chancellor Street Evanston 60201	director Evanston Public Library

FIRST ALTERNATES FROM ILLINOIS
WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Community Representatives

George Adams P.O. Box 282 Geneva 60134	architect George L. Adams Associates
Chuckie Bentz (Mrs. Jon) 201 Willow Road Elmhurst 60126	homemaker/volunteer worker
Hans Fischer 401 North Oakland, Box 302 Carbondale 62901	architect Fischer-Stein Associates mayor of Carbondale
Margaret Labat 555 Barton Avenue Evanston 60202	superintendent School District 202
Matthew Pilcher 2247 North Wayne Avenue Chicago 60614	executive director Native American Committee

Library Related Representatives

Kathryn Gesterfield 209 Circle Drive Springfield 62703	director Illinois State Library
Ray E. Howser Box 204 Groveland 61535	director Illinois Valley Library System
Jerome R. Podesva 832 Willoway East Alton 62024	superintendent East Alton School District 13 library trustee

SECOND ALTERNATES, ILLINOIS
WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Community Representatives

David A. Child 2245 North Clifton Avenue Chicago 60614	executive producer Drury Lane Children's Theatre Touring Company
Terrell W. Hill 345 West Fullerton Parkway Chicago 60614	special assistant to executive director Chicago Transit Authority
Matthew A. Pierce 734 18th Avenue A Moline 61265	student
Robert S. Spaeth 1421 LaCresta Drive Freeport 61032	marketing director State Bank of Freeport
Virginia Williams Box 135, 910 Landes Street Mt. Carmel 62863	caterer, college instructor

Library-Related Representatives

Arthur H. Miller, Jr. 169 Wildwood Road Lake Forest 60045	librarian Lake Forest College
John S. Robling 50 West Schiller Chicago 60610	vice-president Encyclopaedia Britannica former library trustee
Elijah Singley 2279 East Ash Street Springfield 62703	assistant librarian, public services

VII. EVALUATION

The cochairmen and the director of the Illinois State Library have evaluated the series of White House Conference activities in Illinois against the objectives established by the Advisory/Planning Committee, with these results:

GOAL 1

To identify current and future needs of Illinois people for library and information services.

Objective 1-A — To sponsor a series of regional conferences which will identify the people's needs for information.

Evaluation

This objective was achieved through the presentation of 17 regional conferences between May 15 and June 20. Each of these considered the future and reported participants' ideas about future information needs.

Objective 1-B — To sponsor an Illinois White House Conference which will consider findings at the regional level and deal with them in greater depth.

Evaluation

Early planning dealt with a method for passing on regional recommendations for state-level consideration. That plan was abandoned upon reflection that state delegates, with more time to explore and consider ideas, should not be bound just by recommendations from the regions. Thus there was no consideration of the regional findings, per se. There was, however, significant interrelationship between the series of regional conferences and the state conference. Every idea that surfaced in a regional conference was included in a summary report to the state delegates and many of these same ideas appeared again in the state conference. In addition, because most of the delegates were chosen from among regional participants, they themselves brought regional ideas to the conference. Because of the conference format, with most of the time spent in working sessions, it is certainly true that the regional ideas were considered in greater depth at the state level. We believe that the series of conferences has resulted in a significant citizen contribution to planning for the future of library and information services in Illinois.

GOAL 2

To consider the roles of libraries and other information services in relation to the needs identified.

Objective 2-A — To inform participants in the regional conferences and delegates to the state conference of existing sources of information and methods of delivery.

Evaluation

This objective was accomplished in a variety of ways. At the regional level, the conferences used a filmstrip, "The Information Challenge," which dealt briefly with kinds of libraries and methods of delivery, including careful attention to networking. Regional committees also, in some cases but not all, produced fact sheets about services within the region and conducted open houses or bus tours of kinds of libraries. For the state conference, a multi-media show, "For What Future Do We Plan?," dealt with kinds of service as well as with predictions of social change. The conference also produced an information sheet, Kinds of Libraries in Illinois, which was part of the advance packets to delegates. The conference's own resource center provided further source material and telephone access to a major reference library to answer any additional questions.

Objective 2-B — To consider the expansion of sources and changes in methods that may be required to meet developing needs.

Evaluation

This topic became the state conference agenda and was the reason so much time was alloted to development by the delegates of recommendations. While we do not view the recommendations adopted as a definitive program for library development, we do view them as a significant contribution to planning.

Objective 2-C — To examine the relationships between libraries and other sources of information and the adequacy of these structures in meeting the needs of people.

Evaluation

It is in this area that we see some of the most important outcomes of the Illinois conferences. A citizen participant in the Southern Illinois Regional Conference commented, "Libraries cannot think of themselves as independent islands." Although we were impressed with the comment when we heard it, we could not have realized then how aptly the comment would summarize the work of the Illinois conference. Delegates were not content to think about other agencies and organizations only as a source of

information; they saw an urgent need for coordination of the work of libraries with that of many other agencies. The conference concept led to identification of areas of emphasis among information needs, topics such as family life, preservation of a democratic way of life, the eradication of illiteracy, health care information, lifelong learning, ways to keep peace — both national and international, the provision of information about community services. In almost every case, delegates recommended coordination of library information services with the work of other agencies. This is a significant contribution to thinking about the relationships noted in the objective.

GOAL 3

To build the foundations of broad public understanding and support for library and information services adequate to meet needs.

Objective 3-A — to involve as participants in both regional and state conferences active people likely to develop a commitment to this goal.

Evaluation

The Advisory/Planning Committee, in its guidelines for the regional planners, stressed the importance of reaching out beyond the usual group of library supporters to build each regional conference around people broadly representative of the whole region. Some regional committees were more successful than others in this reaching out, but all tried and the efforts had public relations and community relations value because they informed a great many people about the conferences and their purposes.

The regional committees took very seriously their charge to select as state delegates a varied group of active citizens. We believe that the national two-thirds, one-third guidelines were an important tool in achieving this success.

The enthusiasm of the delegates at the conference and the spontaneous outpouring of letters since then indicates that we do have an important body of citizen support. The challenge now is really what to do with it, particularly since the Advisory/Planning Committee has now gone out of business. Many of the systems are conducting follow-up meetings to act on regional level recommendations. At the September 9 meeting of the Advisory/Planning Committee, a motion was approved that the State Library Advisory Committee and the executive committee of the Illinois Library Association be asked to set up a committee representative of groups involved in the state conference to plan ways of working toward conference recommendations.

Objective 3-B — To communicate conference findings and recommendations widely to the public at large, to the Illinois library community, and to other concerned agencies in both the public and private sectors.

Evaluation

This is being done through the reporting procedure outlined under Goal 4.

GOAL 4

To recommend elements of a basic plan to promote continuing awareness of needs and support of the resources to meet them.

Objective 4-A — To develop specific recommendations for needed action.

Evaluation

The conference adopted 108 recommendations and selected 24 of them as priorities. Some of these recommendations are specific and some are not but they all represent some "elements of a basic plan," a foundation for continuing action by appropriate groups.

Objective 4-B — To devote a portion of the state conference to a consideration of strategy.

Evaluation

This refers to the intent (part of the plan from the beginning) to conclude the conference with a challenge to delegates to go home and make something happen. Two eloquent conference delegates did present this challenge. Follow-up action with the delegates has included sending them copies of all recommendations and a newsletter identifying the priorities they selected.

Objective 4-C — To delineate local, state, and national responsibilities for providing library and information services.

Evaluation

We do not believe that the conference presented a total program for local, state, and national responsibilities and not every recommendation was as specific as we had hoped. Some of the recommendations do, however, deal with levels of responsibility not only for governmental units but for organizations and associations as well.

Objective 4-D — To develop a series of reports and programs for action, for:

a. The White House Conference on Library and Information Services.

b. National Commission on Libraries and Information Science.

Evaluation
This report is achieving this objective.

c. Delegates to the Illinois White House Conference.

Delegates have been informed of the recommendations and priorities. The delegate mailing list will be forwarded to the Illinois State Library and the Illinois Library Association.

d. Participants in the regional conferences.

Regional conference participants have received the two conference newsletters published since the regional conferences. These mailing lists will also be forwarded to the Illinois State Library.

e. Illinois state agencies.

Some conference delegates were staff members of state agencies: Department of Corrections, Bureau of the Budget, Governor's Office, Secretary of State's Office, Board of Higher Education, Office of Education, State Archives, State Historical Museum, Department of Local Government Affairs. With this base of informed delegates, located mostly in Springfield, we believe other agencies can be informed of developing programs as needed.

f. The library community in Illinois.

All ILA members have received the conference newsletters. *Nodes*, published monthly by the State Library, included a conference release each month. The *ILA Reporter* and all system newsletters have received regular releases from the conference office. Conference officials and staff have presented programs before the Special Library Association, the Chicago Library Club, and the Association of Media Producers.

g. The Illinois General Assembly and the Illinois congressional delegation.

All members of the assembly received invitations to attend the conference as special guests. None did but two sent assistants. Assembly members have received the newsletters.

h. Illinois organizations.

One letter was sent to a list of 400 organizations. It explained the purpose of the conference and particularly the conference resource center that would serve the delegates' need for information. It asked any organization that had a statement or position paper of interest to the delegates to forward copies to the resource center.

i. The public at large.

Detailed publicity guides were sent to the regional committees. Before the conference, two statewide news releases were sent to all media through the Illinois Press Association. A post-conference release, with key recommendations and the national delegates, was sent in January. There were two television interviews during the conference. *Illinois Issues* had a reporter present throughout the conference and a story will be published in the magazine during 1979. We believe that the news releases were rather widely used, but we have no statistics because we did not hire a clipping service.

VIII. CONCLUSION

As the Illinois White House Conference on Library and Information Services was drawing to a close on November 14, after the delegates had developed and passed more than 160 recommendations for action, Cochairman Willard Ice called for the reactions of two of the delegates.

Ice — I want to present two people who are going to give the conference summary and challenge. Cullom Davis is a professor of history at Sangamon State University here in Springfield and he's a pioneer in developing a rather new approach called oral history. Peggy Sullivan is assistant commissioner for branch library service for the Chicago Public Library. Both are delegates to this conference. Cullom and Peggy, may we have your summation?

Davis — Thank you Willard. I think everyone here knows that Peggy Sullivan is a librarian. Some people here think that Cullom Davis is a library building somewhere up near Peoria. That pretty well establishes our respective credentials. So I'll

invite Peggy to talk about her reactions and impressions about what's happened here in the last three days.

Sullivan — Thank you Cullom. We are going to keep this as much a conversation and dialogue as we can. As a librarian — but more than that, as an Illinoisan — I feel really proud of the many things that have happened here, not in the sense of resolutions and recommendations alone but in the sense of how people have worked together.

It would seem to me that one of the best outcomes of this conference would be the prospect of continuing that kind of working relationship to the extent that we can.

There are some things that have been said — and you mentioned some of them at lunch, Cullom. I think you were too kind to use the word jargon but maybe you'd like to comment.

Davis — I am not a librarian and I did hear some buzz words at this meeting. Some of them may stick in your memory, some may not. But I certainly did find out about multitype libraries. I learned a lot and heard a lot about networks, grass roots, outreach, input, uplift — nothing about downgrading. I think there were some very interesting and original ideas; certainly they were new and original to me.

One thing I heard was a proposal that there should be some sort of national equal informational opportunity program patterned after an equal educational opportunity program. I heard reference to the need for a truly national library in this country. I heard many recommendations for networks of one kind or another, for national systems, and I heard an entreaty for a universal library card, a real card with clout that would be available to all in this country to have free and generous access to information resources wherever they may be. It strikes me that all of those are fresh and original ideas. It also occurs to me that they are looking to Washington and the national leadership alone for the solution to information resources problems and challenges.

Now, while I will hope that our delegates to the Washington conference will seek national solutions to truly national library problems, it is also equally evident to me that there are state concerns, local concerns, and even individual concerns that we cannot lay upon the shoulders of our national delegates but that we must assume ourselves. Possibly Peggy, you have some comments on that.

Sullivan — Certainly, and one of them is that right here in the Illinois conference we have a lot of national leadership and we ought to make the most effective use we can of it.

I'd like to say that in the thirteen years that I've been a resident of Illinois I have felt often as I feel now that we're extremely fortunate that although we have aspects of leadership and aspects of beginnings of things in librarianship that we have a remarkably cohesive whole. I felt that really came up in today's long meeting, which had good humor throughout. I don't confuse that with anything funny; I mean by it the sense of respect that was so apparent and that came from a variety of people — I think that along that line we would both agree on the need for people at this conference to tell others about it. Just as the time may come and undoubtedly will come when many of us will have the feeling of being somewhat left

Willard Ice, Springfield attorney, cochaired the Illinois White House Conference on Library and Information Services.

Cullom Davis and Peggy Sullivan summarized the conference and issued a challenge to the delegates to work for the recommendations. Both were chosen as part of the Illinois delegation to the National White House Conference.

out at not going to the Washington conference, we should *now* make the most of having been at the Illinois White House Conference — and go home and make a point of telling about it. Along that line and with emphasis on the diversity that came up, one thing that occurred to me several times yesterday in the discussion group was that, whenever anybody says, "Do libraries . . . ?" (any sentence that begins with that), my feeling is that you can almost always answer "yes." Whatever they wonder about what libraries do, the answer is yes. I learned that seven years ago in Australia. They would say, "Well, in the U.S., do libraries do such and such?" and I finally said, "Don't ask me about that any more because the answer is always going to be yes. I mean, do we build funny buildings? Yes. Do we make mistakes? Yes. Do we have good people? Yes. Do we have bad people? Yes." Just accept it and move from there.

Davis — On that point, Peg, I made a list of all the descriptions or definitions of a library that I heard in the last three days. I always knew that a library was a repository and more than that, but obviously it's a repository. But according to us collectively, a library is also a soap box. It's a catalyst. It's a therapist. It's an activist. It's a suggestion box. It's a community center. It's a citadel of learning. And who knows what else.

Sullivan — It is also a fountain, not a reservoir. I'd like to go back to a feeling I got at the beginning of the conference, and it seemed to me it was pretty powerful among us, and that was when we saw that slide tape presentation and because it so often happens that things like that have problems when they're being projected. It seems to me that maybe we've missed a good big note of applause because that went without a hitch. It was great. As I watched it — and there were many parts in it as you'll recall about technology and looking at the world from different new perspectives — I was reminded of something I've been reading recently in Archibald MacLeish's *Riders on the Earth.* He talks about the fact that when people first had views of camera pictures of the earth, he had an entirely different perspective, where, no matter what he had known about geography before, he had a sense that we were all walking along on a flat panel. Then he suddenly saw this whole earth as a dynamic in itself and that what we're doing on it all the time is riding. I really like that. Maybe we should talk about riders instead of residents because that's part of the excitement I think that has come up here as well. I think most of us came into this conference riding and I hope we leave it riding, not just in any literal way but in that figurative way as well.

Davis — I think we all have a responsibility, whether we're going to Washington or not, to keep this dialogue going. Certainly those people who are selected to become national delegates should stay in touch with individuals, as many of us in the entire Illinois delegation as possible, but also, more particularly perhaps and more conveniently, those in their regions or immediate vicinities. There's another year to go before we meet in Washington and a great opportunity for further dialogue and discussion and sharing of ideas. All of us in our own libraries and communities and schools and elsewhere need to spread what we've learned here among the larger Illinois and national population. It seems to me that we have managed in several days of very intense discussion — by and large lighthearted when it had to be lighthearted — to cover an enormous range of topics. We've touched on cosmic issues as well as very mundane immediate questions. We've taken Utopian positions and extremely cautious positions. We've ranged from complex to very simple issues, and I think it's a credit to us that we've managed somehow to encompass that enormous range of topics and issues comfortably and amenably among some 360 individuals, each one of whom has his or her own unique perspectives on the needs of libraries and information resources.

Sullivan — Along that line of further communication, I would think too that it's really important to

focus for a moment on the delegates from this conference who will go to Washington, for those of us who have the opportunity to invite them, when they are selected, to come to where we are and to listen — not to talk to us, not to tell us what they're going to do or what they're going to say, but to listen — to our concerns. And if you don't believe me now let me just remind you of Mr. Benton's talk the other evening, because if ever anybody sounded like he wanted to listen to some of us it was he. And we should talk to him to help him along if we believe in the National Commission, as I think we do.

Davis — I suspect there would be no great objection if we were to adjourn slightly before 4 o'clock. There were times today and indeed for the last several days when I wasn't sure whether we would end on time in fulmination or culmination. I think that we owe, all of us, an enormous debt of thanks and gratitude and respect to our leadership.

Ice — Well, I certainly thank you for that response. Now I guess we've reached the end of what has been a very busy and very constructive conference. Thanks for all of your dedication, your hard work and your contributions. I would like to say a particular word of thanks to my cochairman of our advisory committee, Don Wright, and to our staff whom you know by now, for their work for months before this conference and during the conference. It simply couldn't have come off without them. As a result, I believe that the Illinois conference, represented by our ultimately chosen delegates, will have a noticeable impact on the White House Conference next year and will make a valuable contribution to it. Again, thanks for being here and for all you've done. Have a safe trip home. Goodby.

side notes

Illinois White House Conference Committees

Honorary Cochairmen:
The Honorable James R. Thompson
Governor

The Honorable Alan J. Dixon
Secretary of State
and State Librarian

Advisory/Planning Committee
Appointed by
Secretary of State
and State Librarian
Alan J. Dixon
Cochairmen
Willard Ice
Donald E. Wright
Members
William K. Alderfer
Patricia Breivik
Carolyn Chamberlain
Jack Chitwood
John P. Clarke
Rubin Cruz
John Daly
Cullom Davis
Paul Davis
Dayle Deal Eldredge
Frank J. Dempsey
Frank Einsweiler
Pearl Ekblad
Evelyn Furry
Robert G. Gibson
Herbert Goldhor
Noel R. Grego
Dawn Heller
Earl W. Henderson
Roger Henn
Ray E. Howser
Alice B. Ihrig
David Kenney
Carol G. Kimmel
Ruth Lengelsen
Wilma Lund
Beverly Lynch
Andrew McNally III
Carol E. Mulvaney
Ralph G. Newman
Patrick Racey
John Robling
Edward C. Rozanski
John Sengstacke
Margaret Ann Soderberg
Vernon Sternberg
Jeff Strack
Donald Vanover
Howard R. Veal, Sr.
Valerie Wilford

Executive Committee
Cochairmen
Willard Ice
Donald E. Wright
Members
Carolyn Chamberlain
Paul Davis
Pearl Ekblad
J. Alexi Fosse
Alice B. Ihrig
Beverly Lynch
Ralph G. Newman
John Robling

Delegate Selection Subcommittee
Chairman
John Robling
Members
John Daly
Joe W. Kraus
Robert R. McClarren
Jerome R. Podesva
Howard R. Veal, Sr.

Exhibits Subcommittee
Chairwoman
Pearl Ekblad
Members
Cullom Davis
Herbert Goldhor
Earl Henderson
Margaret Herman
Cecile A. Kramer

Public Relations Subcommittee
Chairman
Paul Davis
Members
John P. Clarke
Alice Rae Coleman
Rubin Cruz
Robert Gibson

Resources Subcommittee
Chairwoman
Beverly Lynch
Members
William K. Alderfer
Mary Biblo
Noel R. Grego
John C. Larsen
Glenn R. Scharfenorth
Vernon Sternberg

Regional Meetings Subcommittee
Cochairwomen
Carolyn Chamberlain
J. Alexi Fosse
Members
Jack Chitwood
Frank Einsweiler
Irene S. Farkas-Conn
Evelyn Furry
Jacqueline K. Haring
Carol E. Mulvaney
Amanda Rudd
James A. Ubel
Valerie Wilford

State Conference Subcommittee
Chairwoman
Alice B. Ihrig
Members
Patricia Breivik
William S. Budington
Dayle Deal Eldredge
Frank J. Dempsey
Dawn Heller
David E. King
Margaret Labat
Frances M. Pollard
Patrick Racey
Jeff Strack

Supplemental Financing Subcommittee
Chairman
Ralph G. Newman
Member
Roger Henn

Director, Illinois State Library
Kathryn Gesterfield

Conference Coordinator
Jean Baron

Assistant Coordinator
Kathleen Kelly Rummel

Cooperating Agency
Illinois Library Association

Slide/tape show "The Information Challenge"* used at Regional Conferences.

VISUAL	AUDIO
	MUSIC — IN WITH STRONG, DRAMATIC TEMPO THEME
1. MS DOCTOR ON PHONE HOLDING BOTTLE IN HAND	DOCTOR: Hello, Toxline? I have a patient here who has just ingested about 4 ounces of poison. I need information on the proper antidote and method of treatment immediately!
2. CU OF INTENSE DOCTOR AS HE SPEAKS	
3. MS OF UNEMPLOYED SUPERVISOR TALKING TO LIBRARIAN AT INFORMATION DESK	I just got laid off by my company and need some help getting a new job.
4. CU OF SUPERVISOR ASKING QUESTION	Have you got anything on how to put together a good resume that really works?
5. MS OF ELDERLY LADY TALKING TO LAWYER OR TAX ATTORNEY	I just can't make it on my income anymore!
6. CU OF CONFUSED LADY ASKING QUESTIONS	What would be involved if I wanted to rent out the spare bedroom for some extra income?
7. MS OF HIGH SCHOOL GIRL TALKING TO GUIDANCE COUNSELOR	I just don't know what to do . . . I think I might be pregnant!
8. CU OF EXTREMELY UPSET, EXCITED GIRL	If I am, I don't want the baby! You've got to help me!
9. FOUR WAY MONTAGE OF PHOTOS OF DOCTOR, UNEMPLOYED SUPERVISOR, OLD LADY, AND PREGNANT GIRL, PERHAPS COMBINED WITH GRAPHICS TO ILLUSTRATE COMMON BOND BETWEEN THEM ALL	(MUSIC — SEGUE TO NEW OPENING THEME) Four different people . . . each with their own personal problems . . . yet all sharing something in common together —
10. MS OF SUPERVISOR IN STACKS AT LIBRARY LOOKING AT BOOK TITLED "HOW TO PREPARE AN EFFECTIVE RESUME" ETC.	Each has the need for information — information to help them solve that problem, accomplish a task, or in general to learn the answers to whatever questions are of interest — or necessity to them.
11. MS OF LAWYER SHOWING LADY MATERIALS ABOUT TAX FORMS, RENT INCOME, ETC.	No matter who we are, we all constantly have "information needs" — sometimes highly critical ones —
12. CU OF DOCTOR ON PHONE SCRIBBLING DOWN ANSWER ON ANTIDOTE	
13. MCU OF UPSET AND PREGNANT GIRL ABOUT TO BURST INTO TEARS	and these "information needs" profoundly affect our lives!
	(MUSIC — UP BEHIND TITLES)

*Copies are available for loan from all Illinois Library System Headquarters.

14.	ART AND GRAPHICS	"(ORGANIZATION) presents . . ."
15.	ART AND GRAPHICS	"The Information Challenge."
		(MUSIC — NEW THEME)
16.	?	"Information" The total of all recorded human experience — people need it for
17.	MS OF DOCTOR PREPARING TO GIVE ANTIDOTE TO BOY WHO SWALLOWED POISON	Survival . . .
18.	MS OF FISHERMAN READING "FIELD AND STREAM"	Development of new skills . . .
		Recreation . . .
19.	MAN CARRYING SERIES OF "LEARN TO SPEAK FRENCH" ALBUMS	And continued learning
		and education . . .
20.	CU OF GIRL READING MYSTERY	for relaxation . . .
21.	MS OF WOMAN WITH INSTRUCTOR IN TAP DANCING CLASS	plain *fun* and the
22.	CU OF ARCHITECT LOOKING AT TECHNICAL REFERENCE MANUAL	joy of living . . .
23.	MS OF SAME ARCHITECT NOW WORKING AT DRAFTING TABLE	or to help solve problems, be they job problems . . .
24.	MS OF MAN OUTSIDE ALCOHOLICS ANONYMOUS OFFICE	personal problems . . .
25.	MS OF PICKET CARRYING SIGN READING "VETO THE PROPOSED RTA TAX"	or social problems.
26.	MS OF PERSON "A" ENTERING FRONT DOOR OF LIBRARY	While the sources of information are endless . . .
27.	FS OF READING ROOM AND CHECKOUT DESK AREA OF LIBRARY INCLUDING CARD CATALOG, AS PERSON "A" APPROACHES INFORMATION DESK	Today, let's look at the *library* as one "information center" . . .
29.	FS OF EXTERIOR OF PUBLIC LIBRARY BUILDING	The term "library" means many things to many people . . .
30.	FS OF EXTERIOR OF JUNIOR HIGH SCHOOL BUILDING	to some it means public libraries, to others, *school* libraries —
31.	MS OF LIBRARY ROOM IN JUNIOR HIGH SCHOOL	those in public and private elementary, junior high, and high schools . . .

32. FS OF EXTERIOR OF SIU LIBRARY	*academic* libraries — both graduate and undergraduate in private and public colleges and universities
33. FS OF EXTERIOR OF SMALL COLLEGE	
34. MS OF INTERIOR OF SHEDD AQUARIUM LIBRARY	and all types of *special* libraries . . .
35. MS OF BEATRICE FOODS LIBRARY	business . . . cultural . . .
36. MS OF NATIONAL SAFETY COUNCIL LIBRARY	scientific . . . and research.
37. MS OF LIBRARIAN SHOWING PAMPHLET TO YOUNG WOMAN THAT EXPLAINS THE FULL RANGE OF LIBRARY SERVICES	Library "services," then, are all those activities that make information accessible to *people* —
38. MS OF SOME YOUNG WOMAN LOOKING AT PAMPHLET AS SHE LEAVES THE LIBRARY CARRYING A NUMBER OF CHECKED-OUT BOOKS UNDER HER ARM	Those who are "regular" users of the library . . .
39. FS OF LIBRARY BUILDING FROM PARK ACROSS THE STREET SHOWING PEOPLE SITTING IDLY, ETC. AS WOMAN FROM #38 WALKS AWAY IN DISTANCE	and also those who are "nonusers" — The traditionally "unserved" and "underserved":
40. OUT OF WORK "POOR" SITTING IN GROUP ON STEPS OF GHETTO BUILDING	The poor . . . . .
41. MS OF PERSON IN WHEEL CHAIR	The handicapped . . .
42. ELDERLY MAN SITTING IDLY ON FRONT PORCH	The aged . . .
43. ROW OF PATIENTS IN WARD AT VA OR MENTAL HOSPITAL	The institutionalized . . .
44. GROUP OF PUERTO RICAN MEN ON STREET	The non-English speaking . . .
45. MENTALLY HANDICAPPED PEOPLE	The illiterate . . .
46. COUNTRY FARMER ON PORCH OF SMALL RURAL SHACK	Those remote from facilities. These people are members of the "community" too . . .
47. BUSY CROWD SCENE ON CITY STREET SHOWING PEOPLE FROM ALL WALKS OF LIFE	and the goal of library service is to effectively meet the information needs of *everyone* in the community!
48. FS OF EXTERIOR OF SKOKIE LIBRARY	(MUSIC — NEW THEME)

49.	GRAPHICS — STYLIZED LIBRARY START OF BUILD: "BROADER RANGE OF STANDARD SERVICES"	Today, modern libraries offer a much wider-range of services than has traditionally been imagined.
50.	MCU OF USER THUMBING THROUGH BOOK IN THE "STACKS"	
51.	PEOPLE USING RECORDS, OR CASSETTES WITH EARPHONES	They house and lend not only books, but records, tapes and cassettes . . . .
52.	PEOPLE VIEWING FILMSTRIPS	Filmstrips and slides
53.	PEOPLE CHECKING OUT PRINTS	Art prints . . . . .
54.	PEOPLE STUDYING SCULPTURES	Sculpture and . . .
55.	PEOPLE PICKING UP MOVIE PROJECTOR	AV equipment. They sponsor cultural and educational programs for all ages . . .
56.	MS OF WELL-EQUIPPED READING ROOM	They provide magazines and newspapers . . . . .
57.	MCU OF STUDENT USING COPIER	Copy equipment . . . . .
58.	FS OF DISCUSSION GROUP USING MEETING ROOM	Meeting rooms . . . . .
59.	MCU OF PERSON AT TYPEWRITER	and sometimes even typing facilities.
60.	GRAPHICS: CONTINUE BUILD ON FRAME #49. ADD: "MORE SERVICES TO TRADITIONALLY UNSERVED"	They also deliver more special service than ever before to the "traditionally unserved" —
61.	BOOKMOBILE BEING USED AT STOP IN RURAL TOWN	Bookmobiles . . . . .
62.	MS ONE PERSON HOLDING BRAILLE BOOK AS ANOTHER LISTENS TO TALKING BOOK WITH HEADPHONES	"talking books" and Braille for the blind . . . . .
63.	CU OF PAGE OF OVERSIZED PRINT BOOK	oversized print books for the visually impaired . . .
64.	MCU OF EASTERN EUROPEAN WOMEN READING FOREIGN LANGUAGE BOOK	foreign language books . . .
65.	PEOPLE ENGAGED IN SPECIAL "HANDICAPPED" PROGRAM	and special library programs for people with physical handicaps.
66.	PEOPLE IN SPECIAL "AGED" PROGRAM	the elderly . . . . .
67.	RESIDENTS OF TINLEY PARK HEALTH CENTER USING BOOKMOBILE	and people confined to institutions and prisons.

68. PRISONERS USING FACILITY AT STATEVILLE

69. GRAPHICS: CONTINUE BUILD ON FRAME #60. ADD: "INCREASED USE OF NEW TECHNOLOGIES"

70. PATRON OR STAFF PERSON USING MICROFILM READER

71. STAFF MEMBER USING PICTURE PHONE

72. PRINT BEING LIFTED OUT OF FACSIMILE MACHINE

73. MCU OF STAFF MEMBER AT CRT TERMINAL LOOKING AT INFORMATION DISPLAYED ON SCREEN

74. GRAPHICS: CONTINUE BUILD ON #69. ADD: "GREATER COOPERATION THROUGH NETWORKS"

75. MS OF HEAD OFFICES OF ILLINET

76. MAP OF ILLINOIS SHOWING BREAKDOWN OF ILLINET INTO SYSTEMS

77. GRAPHICS — ILLUSTRATION OF ALL FOUR TYPES OF LIBRARIES INTERLOCKED INTO A SYSTEM ABOUT THE "USER"

78. GRAPHICS — BEGIN BUILD TO ILLUSTRATE INPUT OF "REQUEST" AT BOTTOM OF SYSTEMS

79. GRAPHICS — CONTINUE BUILD TO ILLUSTRATE LOCATION OF MATERIALS

80. GRAPHICS — CONTINUE BUILD TO ILLUSTRATE DELIVERY OF MATERIALS TO ORIGINAL REQUESTING LIBRARY

81. GRAPHICS — OUTLINE OF STATE ABOUT "USER" WITH ARROWS FROM ALL PARTS OF STATE POINTING AT USER TO ILLUSTRATE ACCESS TO TOTAL STATE RESOURCES

82. MS OF MEDLARS INFO ON PRINT-OUT OR SCREEN IN MEDICAL LIBRARY

Modern libraries are also utilizing new technology to develop more effective and efficient information storage, retrieval, and transmission systems:

microfilm . . . . . .

computerized circulation systems . . . . . .

facsimile machines . . . . . .

and computers to identify and locate needed information.

Finally, libraries are sharing and exchanging information and resources through networks.

(MUSIC — NEW THEME)

In Illinois, libraries cooperate through ILLINET — The Illinois Library and Information Network.

Widely recognized as one of the most progressive and advanced multitype library networks in the country.

Through ILLINET, all types of libraries are linked through library systems and work together to deliver all types of information wherever needed. If one library doesn't have the information resources requested, it forwards that request up through the network until those information materials are located . . . and delivered wherever needed.

Through ILLINET, the resources of most libraries in Illinois and many elsewhere in the country, are made available to any user in the state.

This sharing of resources means, *now* each local library can use more of its own resources for the special needs of its own community.

83. GRAPHICS — LOCAL LIBRARY AT CENTER HUB OF FRAME WITH SPOKES LEADING OUT TO PICTURES ILLUSTRATING INDIVIDUALS AND GROUPS WITH SPECIALIZED NEEDS	And this has resulted in some exciting and useful services and programs all across the state. (MUSIC — SEGUE TO NEW THEME) FOLLOWING ARE ALL QUOTES FROM PEOPLE IN THE VARIOUS PROGRAMS ILLUSTRATING NATURE OF SPECIALIZED SERVICES AND WHY THEY FOUND THEM USEFUL . . .)
84. "NEED A JOB" DESK WITH 2 SENIOR CITIZENS AND COUNSELORS	(Senior citizen voice) "I'm a senior citizen and retired. This job counselling service the library sponsors is a Godsend! I'm interviewing for several part-time positions."
85. PATTERN EXCHANGE WITH WOMAN LOOKING AT PATTERNS	(Woman's voice) "Why, I never knew the library had this pattern exchange program! It certainly will save me some money and I'll be able to contribute some of *my* old patterns."
86. CHICAGO TELEPHONE REFERENCE SERVICE	(Man's voice) "I just picked up the phone and called this special number and, presto! the reference librarian answered my question right away . . . It's just great to get the information I need this quickly!"
87. ELDERLY WOMAN WITH YOUNG LIBRARIAN IN HOME (HOMEBOUND PROGRAM)	(Elderly woman's voice) "Why I could never have the opportunity to keep up with my reading if it weren't for the library's "Homebound Program" — The librarian comes right to my home with *all sorts* of great selections."
88. VIOLIN CONCERT IN LIBRARY	(Adult voice - male or female) "I come to the library as often as I can for the adult programs it sponsors. This violin concert is wonderful — and it's free!"
89. PUPPET CLASSES	(Kid's voice) "Yeah . . . . I love my puppet club! We make our own puppets and even put on our own puppet shows!"
90. BUS UNLOADING AT ART INSTITUTE	(Young man's voice) "Oh sure . . . the library sponsors bus trips to all sorts of special events . . . why, last fall we even went to see the King Tut exhibit." (OTHER EXAMPLES TO SHOW WHOLE RANGE OF *UNIQUE* PROGRAMS DESIGNED TO MEET SPECIFIC LOCAL NEEDS)

91.	MS OF PEOPLE IN EDUCATIONAL "CLASS" OR DISCUSSION GROUP AT PUBLIC LIBRARY	Libraries are becoming lifelong *learning* centers . . .
92.	ECU OF "STUDY UNLIMITED" BROCHURE AS PERSON READS IT	offering programs like "STUDY UNLIMITED" in Chicago
93.	MS OF USER STUDYING AT VIDEO PLAYBACK UNIT IN LIBRARY	A video cassette self-instructional system for independent study . . .
94.	MS OF PERSON STUDYING PAMPHLET ON THE GED	programs leading to the General Educational Development Test (GED) and College Level Examination Program (CLEP) . . .
95.	MS OF USER POINTING IN PAMPHLET ABOUT NEW YORK TIMES DATA BANK AS HE MAKES REQUEST OF STAFF PERSON AT CRT INPUT TERMINAL	and computerized access to research and information files such as the New York Times Data Bank. (MUSIC — DRAMATIC FUTURISTIC MIND EXPANDING THEME)
96.	STOCK PHOTO OF THE EARTH FLOATING IN SPACE	Which brings us to the future. What lies ahead for the *library* of the future? What trends do we see emerging that will affect people's information needs? We are constantly changing. The birth rate is declining . . . divorce is increasing . . . families aren't what they used to be.
97.	MS OF NURSE HOLDING BABY IN MATERNITY WARD NURSERY	
98.	FS OF "TYPICAL" MIDDLE CLASS FAMILY SHARING CONVERSATION AROUND THE DINNER TABLE	
99.	MS OF SENIOR CITIZENS SITTING IN FRONT YARD OF NURSING HOME	The population is aging . . .
100.	MS OF MODERN BUSINESS CONFERENCE. FEMALE EXECUTIVE MAKING PRESENTATION	Attitudes towards work, women, and education are changing.
101.	MS OF KEYPUNCH AND PROGRAMMING PERSONNEL IN BUSY COMPUTER CENTER	New skills are demanded by an increasingly technological age.
102.	PEOPLE ENJOYING THEMSELVES IN RECREATIONAL ACTIVITIES	Leisure time is growing . . .
103.	NEWSPAPER OR MAGAZINE CLIPPING WITH GRAPH SHOWING RISE OF INFLATION	along with inflation . . .
104.	FS OF OFF-THE-ROAD RECREATIONAL VEHICLES IN BACK COUNTRY	personal mobility . . .
105.	FS OF LINES OF CARS AT GAS PUMPS	the energy crisis . . .

106. MS OF FAMILY "GLUED" BEFORE PROGRAM ON TV	and the pervasive power of the media.
107. MONTAGE OF NEWSPAPER HEADLINES AND ARTICLES ILLUSTRATING RANGE OF PROBLEMS AND ISSUES OF TODAY	Can the library *have* a future, without speaking directly to the needs of this changing society . . .? How should it speak to those needs? Can it make itself a part of people's lives without cooperating with all the other resources in the community which gather and deliver information?
108. MS OF LADY READING SPECIALIZED MAGAZINE FEATURING COVER STORY ABOUT ONE OF THESE SAME TOPICAL ISSUES	
109. MS OF LADY AT INFORMATION DESK ASKING LIBRARIAN WHERE SHE MIGHT GET MORE INFORMATION ON THE SUBJECT	What is the relationship to the other information resources in the community? After all, the number of other resources is virtually limitless.
109A. CU OF	
110. MS OF LIBRARIAN REFERRING LADY TO OTHER "OUTSIDE" COMMUNITY RESOURCES	
110A. CU OF DIRECTORY	
111. MCU OF	
	(MUSIC: NEW THEME)
112. MONTAGE PICTURES OF WELFARE OFFICE, LEGAL AID, POLICE, ETC.	These are welfare offices, legal aid services, police, courts, and consumer services . . .
113. MONTAGE OF DIFFERENT TYPES OF SCHOOLS	schools, colleges, and
114. PERSON OUTSIDE THE "LEARNING EXCHANGE" IN EVANSTON	Continuing educational programs and self-instructional groups . . .
115. MONTAGE OF HOSPITALS, CLINICS, REHABILITATION CENTERS, PLANNED PARENTHOOD, ETC.	hospitals, clinics, nursing homes, and rehabilitation centers . . .
116. MONTAGE OF MUSEUMS, ZOO, ART INSTITUTE, THEATRE GROUP, ETC.	museums, zoos, aquariums, theatre groups, art galleries, and dance troups . . .
117. MONTAGE OF SUN-TIMES BLDG., TRIBUNE TOWER, CBS, NBC STUDIOS, ETC.	newspapers, radio and TV stations . . .
118. MONTAGE OF CHURCHES AND SYNAGOGUES FROM ALL SECTS AND DENOMINATIONS	churches, synagogues . . .
119. MONTAGE OF CU'S OF FACES OF INDIVIDUALS	and, of course, the greatest resources of all — *people* . . .

120. MONTAGE OF SCENES OF PEOPLE FROM FRAME #119 WORKING WITH AND HELPING OTHERS IN A VARIETY OF DIFFERENT SITUATIONS

individuals with special knowledge and experience to share!

This is the information challenge — enabling everyone to have access to all of the information resources in his community.

It's the challenge of the future. But a challenge that we must begin to meet today!

(MUSIC — NEW THEME)

Conference Concept

to help you prepare for the
Illinois White House Conference on
Library and Information Services

When you and the other 389 official delegates to the Illinois White House Conference on Library and Information Services meet in Springfield on November 12 you will work toward two goals:

- You will develop recommendations for local, state, and national action;
- You will identify the leaders among you who would be outstanding Illinois delegates to the National White House Conference in 1979.

Delegates to similar conferences in all fifty states and eight territories are working on the same tasks. But many are working in different ways. Our conference in Illinois has some unusual aspects:

- It does not have predetermined topics or recommendations;
- It does not tell you in advance what to discuss or what to stress or what to believe.

The outcome of the Illinois conference will be determined by you, by your pooled knowledge of the needs of the people of Illinois and by your willingness to work and plan together.

- Materials will be available to help you think about recommendations. Exhibits will deal with many phases of information and keep your focus on the future. A resource center linked by phone to a major reference library will serve as the conference's own reference library. Statements and position papers from many kinds of organizations will be available at this center. It will be open every day.
- A parliamentarian will be available for consultation about how to convert your ideas into recommendations for action.

The Illinois White House Conference will ask its delegates to develop ideas and recommendations through the following sequence:

SUNDAY, NOVEMBER 12

2:00 P.M. to 4:30 P.M.

During the opening session you will view a slide show on the theme, "For What World Do We Plan?". It is a show intended to push our planning beyond today's problems.

From 3:00 P.M. to 4:30 P.M., delegates will meet in groups to discuss, "What Are the Needs of the People for Whom We Plan?" As you discuss needs, you will be asking what services are required, and through what institutions, units of government, agencies, or people these services should be offered.

7:45 P.M. to 9:00 P.M.

A second discussion group session will allow delegates to continue their exchange of ideas. The product of this collective thinking will be a Needs Assessment that will establish a framework for the rest of the conference.

As you talk and listen in the discussion groups you will undoubtedly identify some who are making a particularly valuable contribution to the conference and might make similarly valuable contributions to the National White House Conference. Nomination forms for national delegates will be available in all discussion areas.

MONDAY, NOVEMBER 13

8:30 A.M. to 11:30 A.M.

Immediately after breakfast, delegates will receive the Needs Assessment they created in the Sunday discussion groups. The phrase Needs Assessment is much in use today to express the feeling that all public services should be addressed to real needs, should anticipate coming needs, and should place public money where needs are greatest.

The needs identified will cluster around certain topics or categories; some topics in the Needs Assessment might be: education and continuing education, home and family, career advancement, or information for small businesses.

Each delegate will pick a category of particular interest and attend a discussion group that will focus on this interest. The groups will examine the services required to fill the needs identified. What services support continuing education? Where can people receive help to advance careers? How can home and family problems receive attention?

Some of the ideas from the Illinois Regional White House Conferences might be introduced for discussion at this time, leading to development of group recommendations.

This session is the time to become specific about WHO should do WHAT. Should libraries, for example, deal with family problems? How?

1:00 P.M. to 3:00 P.M.

Delegates will return to discussion groups to begin drafting ideas into recommendations. By this point, the recommendations will deal specifically with library and information services. You may return to the group with which you worked in the morning, or may travel to other groups to present ideas you may have for recommendations in different categories. You may wish to develop some of these ideas in the resource center.

3:30 P.M. to 5:00 P.M.

After a coffee break, you will return to the drafting group in which you are most interested. These groups will take final action before 5:00 P.M. on the recommendations they wish to make to the general session on Tuesday, November 14.

9:00 P.M. to 11:30 P.M.

When you return to the conference hotel from the governor's reception, you will receive a list of all recommendations from all drafting groups. Then you may want to go back to work, pursuing your favored recommendations in a caucus or working on your own to decide whether some ideas are not covered in the list or whether some recommendations could be improved or whether some of the ideas should be combined.

Anyone may organize a caucus. You might want to gather people from a particular region to react together to recommendations. Delegates interested in special services for special people might want to meet together. Any shared interest might be a basis for a caucus. All the discussion rooms will be available for caucuses on Monday evening. These rooms will be assigned to caucus groups as requests are received at the registration desk. The names and room numbers of these scheduled caucuses will then be posted on the conference bulletin board. Delegates will be free to attend any caucus they wish, just as they are free to organize a caucus.

11:30 P.M.

Caucuses and individual delegates will have until 11:30 P.M. to bring to the conference office any new recommendations, new wording, or combinations of wording that they want the delegates to see on Tuesday. No recommendations received after 11:30 P.M. Monday can be placed before the delegates on Tuesday.

TUESDAY, NOVEMBER 14

9:00 A.M. to 4:00 P.M.

The cumulative lists of recommendations will be available for all delegates at breakfast. These recommendations will have come from three sources:

- the discussion/drafting groups that met on Monday;
- individual delegates who wish to pursue a recommendation passed up by the drafting groups;
- caucuses.

The lists of recommendations will become the agenda for the general session at 9:00 A.M.

Delegates will vote for those recommendations they want to become the basis for local, state, and national planning.

You are receiving a set of proposed rules for the conduct of this general session, plus some guides to using parliamentary procedure to move the meeting along. The conference parliamentarian will be available in the general session room 30 minutes before the session for consultation. If you wish to make a motion during the session and are uncertain of the format, go to the microphone and state what you wish to do. The chairman and the parliamentarian will assist you.

Debate on the recommendations is encouraged. Motions will pass (and recommendations will be adopted) by majority vote.

The Tuesday morning session will be the last time to nominate delegates to the National White House Conference. Nominations made after 4:00 P.M. Monday will require additional signatures and must be deposited in the box at the registration desk by 10:30 A.M. Tuesday.

The general session will resume after lunch to consider as much business as it can before the report of the delegate selection committee at about 2:15 P.M.

At 2:30 P.M. there will be a brief session on implementation; what to do now that delegates have adopted their recommendations.

Just prior to adjournment copies of the recommendations adopted will be distributed for delegates to take home. In a follow-up mailing, you will be asked to identify the ideas on the list that you think are the most important. The priorities thus established will affect planning at all levels of government and will have a bearing on the agenda for the National White House Conference.

ILLINOIS

Illinois White House Conference on Library and Information Services

November 12-14, 1978
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Libraries in Illinois

A summary prepared for delegates to the Illinois White House Conference on Library and Information Services.

Libraries in Illinois are of four kinds: public, academic, school, and special. Although all kinds of libraries are concerned with the delivery of information to their patrons, the different kinds of libraries are different in character: they differ in the nature of the publics they serve, in the ways in which they are financed, and in the structures through which they are governed.

Public Libraries

The libraries most people are familiar with are their local public libraries. There are 576 of them in Illinois:

- 208 in cities;
- 128 in villages;
- 144 in townships;
- 3 in towns;
- 2 in counties; and
- 91 in specially-created library districts that usually include more than one municipality.

Of the state's population of more than 12 million, about 9½ million people live in areas that are served by public libraries. The rest of the people do not have regular library service.

Local public libraries are financed almost entirely by local real estate taxes. The tax rates that the libraries may levy are limited by state law, but citizens within a community may vote in a referendum to pay a higher library tax rate. (There are a few "association" or "endowed" libraries in the state that operate like public libraries but are privately-supported and not tax-supported.)

A public library is governed by a library board that is appointed in cities and elected in the other kinds of communities listed above. The powers of boards are listed in the state law; they differ slightly among the kinds of public libraries but the most significant powers for all library boards are:

- the hiring of a library director;
- the establishment of library policies;
- the determination of how the library's funds should be spent.

The most recent survey of the public libraries shows that they owned 22,114,799 books, 26,634 films, 499,499 recordings, and were receiving 60,981 current periodicals.

Academic Libraries

The research and teaching requirements of the adult school population are served by the academic libraries in the colleges and universities. There are 192 of these academic libraries in both public and private institutions, including community colleges and private junior colleges. They serve more than 675,000 students.

The budgets for the academic libraries are part of the budgets of the education institutions the libraries serve. The libraries in the private colleges, thus, are privately supported, through gifts and endowment and through a share of student tuition. Public colleges and universities, in addition to receiving student tuition, receive public funds in different ways. Academic libraries that are part of the state-supported university systems receive most of their funds from state appropriations. Federal grants for specific projects and private donations, including foundation gifts, are additional sources of funding for these libraries.

Publicly supported community colleges receive their funds primarily from the taxpayers of the community college districts, lesser amounts come from federal, state, and private sources.

Governance of libraries in the academic institutions is related, as the budgets are, to governance

of the institutions. A board of directors for the institution determines overall policy and budget for the institution. The library director in some of the academic institutions is a member of the faculty; in others the director is an administrative officer. Often an advisory committee of faculty and students meets with the library director.

School Libraries

Illinois has 1,013 public school districts, which operate 4,474 schools:

- 759 high schools;
- 3,077 elementary schools;
- 482 junior high schools;
- 156 special education facilities or other kinds of schools.

All high schools are required by state law to provide a library/media center, headed by a trained librarian. The other schools are required to provide some kind of library service but are not required to have a separate room for library service or to hire a professional librarian.

Minimum standards for school libraries/media centers are suggested by the Illinois Office of Education. In 1976, 49.5 percent of the public high schools and 13.45 percent of the other public schools met the minimum standards.

Public school libraries are governed by rules and regulations established by local school boards (the school board is appointed in Chicago, elected everywhere else) and receive their funds from the school district budget, financed by local property taxes and state aid. (A nationwide survey indicates that only 1 percent of school budgets is spent for instructional materials, including library materials.)

The public school libraries serve 2,086,760 students. Another 343,554 students are in nonpublic schools, many of which also have libraries.

Special Libraries

Special libraries are established to serve clienteles needing information, often technical in nature, that is not commonly or readily found in the collections of public, academic, or school libraries. Special libraries are not primarily geared to scholarly research or recreational reading but to the immediate information requirements of the organization served. The organization may be a business firm; a professional, scientific, or trade association, or a nonprofit organization such as a governmental unit or a hospital. In each case, the library collection is built to serve the objectives of the organization.

There are more than 500 special libraries in Illinois, with the greatest number of them in the Metropolitan Chicago area. Governance of these libraries and the financing for them is related to the administrative structure and budget of the parent organization, whether it is in the private or the public sector.

Library Systems

Since 1965, when enabling legislation was passed, 18 library systems have been organized in the state. The systems were established originally by public libraries within a given geographic area to allow these libraries to share some of their resources and to finance cooperatively services none could afford alone. Each system receives a state grant, based on the population served and the area covered, and is governed by a board of directors chosen from representatives of the member public libraries.

Since 1973, the systems have been expanding to include not only the member public libraries but also affiliate academic, school, and special libraries. The inclusion of the affiliates greatly expands the resources of the systems and the groups that they serve.

ILLINET

ILLINET is the short name for the Illinois Library and Information Network, a structure that makes possible even greater sharing of resources among the systems and reference centers that aid the systems. Four large libraries serve ILLINET as Research and Reference Centers: the University of Illinois at Champaign/Urbana; Southern Illinois University at Carbondale; the Chicago Public Library, and the Illinois State Library in Springfield. Three other large libraries are Special Resource Centers for ILLINET: the John Crerar Library and the libraries at the University of Chicago and Northwestern University. Because of ILLINET, these vast resources are available to almost anyone with a public library card in Illinois; if the local public library does not have what a borrower needs, it will seek to borrow it elsewhere, from the system collection or one of the resource libraries. The academic, school, and special libraries, as affiliates in the systems, have access to ILLINET too.

Illinois State Library

The Illinois State Library was established to provide the legislators with the information they need and still serves in that capacity (in that function it is a special library), but other responsibilities and services have been added. The State Library now coordinates ILLINET and its collection is one of the major Research and Reference Centers. The State Library is the planning center for library development in Illinois, the distribution center for legislative appropriations for the library systems, and the agency responsible for allocation of federal funds under the Library Services and Construction Act.

Under state law, the Illinois State Library is a division of the office of Secretary of State and State Librarian. The State Library is administered by a director who is appointed by the Secretary of State. A State Library Advisory Committee, composed of citizens appointed by the Secretary of State, advises the Illinois State Library director on policy matters and fund allocations.

Access to Information

Excerpt from the first draft of a statement prepared by a Committee for American Library Association President Eric Moon.

Thomas Jefferson once observed that there is probably no branch of knowledge that is not of potential use in governing a nation. In a democracy, where government is built upon the aggregate judgments of individual voters, all branches of knowledge must therefore be available to all people. For in a democracy everyone has both the responsibility to participate in the decisions of the nation and the accompanying right to expect access to such information as will enhance the quality of that participation.

For these reasons information cannot truly be viewed in the United States as a commodity to be bargained for in the marketplace; it is rather a vital life fluid coursing throughout the body politic essential to its continuing renewal and growth. It is thus incumbent upon the nation to provide the requisite arterial system as well as the free and equitable flow of all nonproprietary, nonconfidential information to each individual, regardless of location, level of comprehension, economic status, or other circumstance.

The information needs and aspirations of this nation can be fulfilled only through the attainment of five separate but related "universals." *All information* must be available to *all people* in *all formats* purveyed through *all communication channels* and delivered at *all levels of comprehension.* If any one of these five qualities is compromised, the whole is enervated, and the national enterprise as a consequence suffers.

All information. The essential nature of total information to business and industry, science and technology, education and the professions is immediately apparent and consequently is seldom if ever questioned. Likewise, the information needs of public and private-sector institutions and establishments are usually assumed. Of equal moment, however, although sometimes overlooked, are the information requirements of individuals — information on such social concerns as laws, services, and public policy; on such life needs as health and housing, food and transportation, employment and welfare assistance; on such human problems as aging, the family, sex, work, politics, love, and leisure; on such issues as will permit the meshing of American society and culture amicably and beneficially with others in the world.

All information means *all* information — that perceived to be false as well as that thought to be true; that designed to inspire or to appeal to the imagination and that of immediate practical application; that enjoying acceptance and that thought to be repugnant; that viewed as meeting current social standards and that above or below or outside of such standards; that of obvious utility and that for which no use is known — for the motivation in all mankind to put knowledge to work is as boundless as the human psyche itself. No impairment can be brooked in this flow of information. It must neither be rendered inaccessible by the imposition of fees upon the individual users, nor staunched by censorship official or unofficial, nor impeded by intimidation overt or covert.

All people. Access to information must be equitably available to everyone. Everyone means everyone: children and adults, the rich and the poor, the institutionalized and the migrant, the bright and the dull, the place-bound and the

mobile, the leaders and the followers. A universal populace can perhaps most easily be visualized as a grid, with categories of individuals and groups ranged along one axis (e.g., parents, corporations, teen-agers, aliens, workers, students, agencies, consumers, families, etc.), and specific characteristics ranged along the other (e.g., race, sex, age, location, state of mind, language preference, strength, ethnic heritage, economic status, etc.). Viewed thus, the possible variations can be seen as limitless. Flexibility of service programs moreover is necessary, because there is constant movement on the grid, as individuals need information in one capacity at one particular time and in a very different capacity at another. The commonweal demands that the information needs of everyone on the grid be equitably attended.

All formats. Universal accessibility to information can be achieved only when all possible formats are available for its delivery. Much information, of course, is normally found in printed form in books, magazines, and newspapers. Other kinds of information, however, are often best purveyed pictorially, orally, or digitally. Each of these formats also has sub-parts. Pictorial presentation of some information, for example, can be effectively accomplished through still pictures whereas other kinds require moving pictures; some can be purveyed in black-and-white whereas others might require color. In still other cases, the information to be transmitted has requirements which transcend the capability of flat pictures to convey, so that models, realia, and other three-dimensional formats sometimes become necessary.

The nature of the information being transmitted is not the only determinant of format. The location of a person needing information, for example, may dictate that it be delivered orally by telephone. A group may be best informed by audio-tape or motion picture. A blind person may require a Braille or talking book. A person lacking the ability to read will obviously require a format other than print. For all people to be equitably furnished with information, all known delivery formats will at one time or another be called into service, and the public must therefore have access to libraries which stock them all.

All communication channels. Not only must libraries stock information in all formats, but they must also obviously possess the communication mechanisms and the requisite expertise to deliver information in those formats. For information transfer to be effective, there must be a match between the channel of delivery and the natural predilection of the receiver. Perhaps the most

Jerry Podesva, left, and Robert R. McClarren, right, talk shop with John Velde of the National Commission on Libraries and Information Science.

common representation of information today, for example, is the printed book, yet the recipient must be able to read if full use is to be made of the information transmitted through that medium. It is a logical corollary to the principle of universal access to information that a variety of channels of communication be maintained so that access is never foreshortened as a result of mismatch between one's personal or physical capabilities and the properties of the communication channel. Care must be exerted to ensure that attention is not devoted to one or two particular channels of communication to the exclusion or detriment of others which might be less used, more expensive, or perhaps less glamorous.

It must be recognized in this connection that a librarian can be in a very literal sense part of a communication channel, or indeed in some cases even the very channel itself, capable of affecting profoundly the behavior of society. This becomes true when the librarian brings in what is in effect "disembodied" information to persons lacking the requisite ability to receive information stored in any conventional format. A comprehensive national information policy must therefore make as much provision for the preparation of competent librarians as for the development of sophisticated information hardware.

All levels of comprehension. Information by definition must have the capability of effecting a change of state in the recipient. This fact dictates that libraries must be designed and stocked to deliver information that can be assimilated by people at several levels of comprehension: by those of limited intellect as well as by those with substantial capacity for understanding, by the unlearned as well as by those of greatest erudition; by those who are fluent in English as well as by those whose heritage is in a language other than English; by those who can communicate in the standard language of the nation and by those who must have it translated into a local or colloquial idiom before it becomes meaningful to them.

Equitability of access to information requires that every individual be within reach of information pitched specifically at his or her level of comprehension. This fact brings with it an attendant requirement that the information needs of all people be equally understood. Many documents are written in ways that are not easily understood by the people whom they affect most. Libraries must be prepared in such cases to modulate information to levels of comprehensibility capable of being assimilated by those to whom it is significant, so that information losses or gaps do not occur.

Without fulfillment of these five universals — of information, of users, of formats, of channels, and of levels — some Americans are destined to become information-rich and others are destined to become information-poor. Information is power, and an information-elite is a power-elite, neither of which has any place in a democracy. The nation must in its own interest strive sedulously to ensure that such pockets of privilege do not come into being. The nation's libraries are its primary line of defense against such an eventuality.

Nomination

of Illinois delegate or alternate delegate to the National White House Conference on Library and Information Services

Name of nominee _____

Occupation of nominee, if known _____

_____

Reasons for making this nomination: _____

_____

_____

_____

Person(s) making this nomination:

_____

_____

_____

_____

_____

(You may nominate yourself.)

Recommendation

For action by the Illinois White House Conference

Use a separate sheet for each recommendation.

What topic (problem, issue, or concern) is being addressed by this recommendation:

(You may write whereas clauses if you wish. It is not necessary.)

What is the recommendation?

Submitted by:
Discussion/Drafting Group _____
Name of group and a discussion leader

Caucus _____
Name of caucus and a spokesperson for the caucus

Other individual or group _____
Name

Conference Rules

to be proposed at the opening session to govern the conduct of business at the Illinois White House Conference on Library and Information Services

1. Rules governing the entire conference
   A. The order of activities listed in the conference program shall be the agenda of the conference.
   B. The following deadlines shall be observed:

Monday, November 13
4 P.M.
Nominations by individuals for delegates and alternates to the National White House Conference are due, to be deposited in the nomination box at the conference registration desk.

5 P.M.
Recommendations from discussion groups are due in the conference office.

11:30 P.M.
Recommendations from caucuses and individuals are due in the conference office. This is the deadline for any recommendation that will be considered in the general session.

Tuesday, November 14
10:30 A.M.
Additional nominations for delegates and alternates to the National White House Conference are due; these nominations require five signatures.

2. Rules governing conduct of the November 14 general session.
   A. Official delegates will be provided with appropriate identification badges entitling them to seats in the voting sections.
   B. When addressing the Chair, the delegate shall go to a microphone and, upon recognition by the Chair, shall identify him/herself by name and place of residence, and then speak. The Chair will call microphones by number in the order in which delegates lined up. Calls of "point of order" or "point of clarification" or "point of information" may preempt the normal order.
   C. All main motions and amendments shall be written on forms provided and shall be signed by the mover. One copy is provided to the Chair, one to the projectionist, and one is retained by the mover.
   D. Debate on any pending motion or amendment shall be limited to three minutes for each speaker. No delegates shall speak twice on the same question until all who wish to speak on that question have spoken.
   E. All votes shall be by display of a voting card: green (square) for yes and red (triangle) for no. Voting cards will be provided to official delegates as they enter the voting sections and will be picked up as they leave. Motions receiving a majority vote of those present and voting shall pass.
   F. By general consent, if there be no objection, or by a two-thirds vote, any of these rules may be suspended.
   G. *Robert's Rules of Order, Newly Revised,* in the latest edition, shall govern in all cases not covered by these rules.

Trigger Statements for Discussion Leaders

Session I, 3 P.M. Sunday, November 12, 1978

1. By the year 2,000, because of improved health care and the reduced birth rate, the United States population will have aged significantly. A third of the population will be over 45, as compared with 1975 when less than a quarter of the population was over 45.
2. At the rate at which knowledge is growing, by the time a child born today graduates from college, the amount of knowledge in the world will be four times as great as now. By the time that same child is 50 years old, it will be 32 times as great and 97 percent of everything known will have been learned since the time the child was born.

Sister Mary Chrysantha Rudnik. Photographer, Corinne Sinnott, the *Sun Newspaper*, LaGrange, Illinois.

3. By 1982 the performing arts are expected to have priced themselves out of the market for all but well-to-do patrons.
4. Supplies of energy for household use will drop by 11 percent by 1985.
5. By 1992, complex "household" robots will be available which will perform a number of domestic jobs including house cleaning and preparation of meals.
6. Recent United States Office of Education tests indicate that less than half the nation's adults possess the basic skill to function well in today's society. More than 20 percent are barely able to read want ads or to do the arithmetic necessary to use a checkbook.
7. By 1982, pilot programs in two-way electronic monitoring and consulation will allow more and more people to get routine medical services in their homes without doctors' having to leave their offices. The house call will return to medicine, albeit electronically.
8. 58 percent of American teen-agers believe the world will be a worse place to live in, in another 10 years.
9. By the year 2000, the average retirement age for the American worker will be 47, which promises an individual 25 to 30 years in retirement.
10. People of all ages and social classes will continually have to seek an updating of their education simply to cope with the fast-changing world around, their personal world, and their world of work.
11. The number of households will skyrocket. More people prefer to live alone.
12. Today's young adults have a stronger preference for near-urban living than their parents did.
13. Child care is more likely to be shared by men and women; some men will take leaves of absence to share the chores of child-raising.
14. Because of the development of new technology and the growth of knowledge, skilled workers will have to attend school at

least four times in their lives to be totally retrained.

15. We are into one of our unpolitical phases — turning our backs on public affairs. Americans are into themselves.

While the delegates were attending a reception at the mansion of Governor James R. Thompson, the White House Conference office was in chaos — the beautiful photocopy equipment which was to reproduce all the recommendations died. The following memos were given to the delegates.

BULLETIN TO DELEGATES

The copies of recommendations, promised for 9 o'clock, are not ready and the staff is sorry. Our beautiful machine has proved to be reluctant despite the presence of skilled operators.

We will make copies available as soon as possible in these ways:

1. At the registration table in the lobby;
2. At the door to the office, Room 108;
3. In all the scheduled discussion groups.

Please continue to talk to each other — a skill which you have demonstrated superbly — and we will work with you in every way we can.

We will issue a later bulletin to let you know where we are.

Jean Baron, for the staff

BULLETIN TO DELEGATES

I am very sorry that we will be unable to reproduce for each of you a list of the recommendations from the discussion groups. Our fabulous equipment has failed us at a particularly crucial time!

At 11:30 P.M., however, we are prepared to have all recommendations printed — those from the discussion groups, caucuses, and individuals. If our equipment is not repaired by that time, we have made arrangements to have the printing done elsewhere. You will receive your complete list tomorrow morning.

Thank you for understanding. The staff regrets this delay.

Donald Wright,
Conference Cochairman

Speakers

The only speakers at the Illinois conference appeared at the first day's dinner meeting, which came between two intensive work sessions.

Charles Benton of Evanston, Illinois, appointed by President Carter during the fall as Chairman of the National Commission on Libraries and Information Science, made his first public talk as chairman before the Illinois conference. He said he felt privileged to attend, to participate, and to learn from the delegates.

He referred to the summary of the regional conferences that was mailed in advance to the delegates and thanked the conference planners "for listening to the regions."

"Now, in like manner," he continued, "we at the National Commission are determined to listen to what comes from the state conferences. We do not have any preset agenda. We are open to what comes out of this conference and the other conferences that are taking place in the 50 states and 8 territories . . . . We will be evolving our themes for the national conference from this input."

Mr. Benton said he wanted briefly to mention three ideas that he thinks are emerging:

1. Networking

He said the library and information services field is a kind of pyramid with the great research libraries at the top, then the academic and special libraries, with the many school and public libraries forming the base. This forms the structure of the national network for sharing resources. "Information is a national resource, and how we organize it and how we use it is critical to our nation's position in the world and the service of our citizens.

2. Literacy

"George McGovern, on the floor of the Senate on September 8," he said, "gave a speech about the problems of literacy, calling for the creation of a national commission on literacy. Perhaps there is a role for libraries in focusing on this national problem, which is getting worse, not better."

3. Lifelong Learning

Between the literacy problem and the networking of information at the more sophisticated level, he said, "is the idea of lifelong learning . . . . The public library . . . is the information and cultural

center of a community . . . and perhaps there is a larger role for the library in lifelong learning, not just with books, but with all kinds of resources."

Richard Scammon, director of the Elections Research Center in Washington, D.C., and an expert on the political behavior of the American people, was invited to address the conference.

Mr. Scammon:

Management at this conference has asked me not to use the word library or to talk about libraries. Instead, they have suggested you'll get enough of that, and they wanted me to talk this evening about some of the aspects of popular attitudes, popular opinions as they affect our life in the United States. Having watched this spring the primary election in the state of California, believe me, public attitudes affect libraries too. Substantially. But I'm not supposed to talk about that, so I'll stay with public attitudes generally.

One intriguing aspect of modern American life is that as our political system develops, the public opinion of the mass becomes more and more vital to everyday decisions of government. You all know that in recent years, the number of independent people who do not call themselves Republicans and Democrats any more but say "I'm an independent" has increased dramatically. You know from the press that so-called ticket splitting in elections has increased so much that now some of the scholars will speak even of a no-party system. This means that the opinions and judgments of the mass of Americans are less affected than they were in the days of what you used to call a brass-collar Democrat or a brass-collar Republican. People tend to think more for themselves. And you, here in Illinois, have just gone through a dramatic election for the United States Senate which indicates how this opinion can shift and change. And how the attitudes of the voters measured in August may have little to do with what they think in November.

Now, as a perfect case of this, I might even give you the example of the 1976 presidential election which, as you know, Mr. Ford won outside the South. Not by much, but he won it. And yet the South, which is thought of as the most conservative part of America, voted for the more liberal of the two presidential candidates. Some may say that's just due to confusion. But I'd rather think that it's due to people thinking, thinking for themselves, not responding to a kick in the backside from the donkey or a snort on the trumpet of the elephant. Working and thinking and doing for themselves. Now, one thing about attitudes, about public opinion, is that you must never underestimate the power this has in the minds of people who sit in Washington or in the various state capitols. They listen very good in this country. And because the party system is so weak, they know that when they go back home next trip, they better know what the people think and what the people want. And if they don't respond to it, somebody's going to get out.

One of the dramatic things of this last election is that people thought the Republicans were doing very well until the Democrats showed a capacity to move rapidly away from the concept of spending to the concept of fiscal conservatism. So rapidly that one of my friends in Washington wrote about the Democratic party being a sponge that soaks up all the Republican ideas. Maybe they're right, I don't know. But the fact of the matter is people listen and listen awfully good. I remember, after that election in California this June, I was asked to speak to a small group of congressmen at a breakfast down on the hill, so I said, "Fine, I'll come on down. We'll sit around the table, a half dozen of us, and talk." There were 40 members when I got there, which is no tribute to me, but to the fact that they recognized that in America there was a burgeoning public attitude toward spending and toward taxes which they as members of Congress had to learn more about. It didn't matter how they were going to react but they needed more information. They needed more information services, so they could know how to adjust to this new thing.

Now the difficulty, of course, with public attitudes and public opinion is that it is frequently ambivalent. The best example of this confusion I can give you is the Viet Nam War. For eight or ten years the American people said, "Get out of Viet Nam" and "Don't lose." Then, when they were willing to say, "Get out of Viet Nam as a first priority, whether you lose or not," the government could take action to liquidate that commitment. But there were these contraindicated kinds of action.

National Health Insurance is another. I don't know a pollster in the business who won't tell you that if he asks people, "Do you believe in a system of national health insurance, paid for at least in part by the government?" he'll get a big, fat, juicy "Yes." And then if you ask people, "Are you willing to have your social security taxes doubled

again to pay for national health insurance?" the answer is "Absolutely not." Now, what does an honest man who is simply trying to follow the public's will do in a case like this? The answer probably is he gets out of politics. But assuming he likes the job, and he likes to live in Washington and his wife likes to live in Washington, he does the best he can.

And there are many others. Let me cite just a couple. You've heard about reform of the income tax. It's a great alleged public issue in America. Everybody's for it as long as it doesn't hit them. You go to the average homeowner in America and say, "I'm going to reform the income tax by eliminating your deductions for interest payments and for taxes," and he'll ride you out of town on a rail without even thinking. And again and again and again you'll find the acceptance of general principles in the public mind but not the acceptance of specific details of whose gore is going to be spread out on the pasture when the bull gets through. Everybody's willing to get the bull out there, but nobody want to be there when he's there.

I suppose you can find a dozen other cases. Let me give you just one from Proposition 13 in California, which I know is in your minds — those of you, at least, who are connected with libraries and with government service. Proposition 13 was not primarily an effort to cut taxes in California. If it had been, they would have eliminated the state income tax, which is much higher and produces more revenue. What it was, was two things. First, an effort to save small homes bought, let us say 30 years ago, by some returning veteran out in the San Fernando Valley north of Los Angeles, and paid on for 30 years. Last year he had a big mortgage-burning ceremony, invited all his friends and said, "Ah, we paid it off." And then he and his wife were set in their bungalow for the rest of their lives — until they got the tax bill that went up 100, 200, 300 percent. This was why you got Proposition 13, not because people were trying to cut down the police force, eliminate teachers, close the libraries, close the museums, and so on. They wanted to protect the homeowner. And they knew there was a $5 billion surplus up in Sacramento that the politicians had been fighting about for years and never used. So I think if you think of the public mind in terms of Proposition 13 and how it affects the provision of services by government, don't be misled by the concept that everybody is out there with a knife waiting for you to come around some dark corner. It isn't true. People understand a lot more, I think, than we give them credit for. They understand that government provides services and that the services are not cheap. I think it was Oliver Wendell Holmes who once said that taxes are what we pay for civilization. And it's a very sound point.

Now I'm not sure you're always going to hear this when you get to the actual realities of public attitudes. I don't know whether you'll ever hear it. But the fact of the matter is, no matter what the political people say, most of them are not stupid, and they understand the relationship between the public mind and government action. We've had foreign aid in Washington ever since 1945 and at no time in that period has public opinion ever supported it. But the political leadership is willing to take a gamble that the people will understand the need for it and go along with it. And they have. Somebody once put it very nicely; he said that life in Washington and at the state capitols consists of a conflict between two philosophies in the public mind. One philosophy says, "Get the government off my back" and the other philosophy says, "God, there must be a program for me too." Between these two, I don't know what judgment the politicians are going to make. When they know they're going to listen to the public in the making of those judgments. Sometimes they have rather odd ways of meeting the problem. I remember the most intriguing political campaign I ever watched was Bob Wagner when he was Mayor of New York running on the campaign, fight city hall, reelect Wagner mayor. Sometimes it may not make much sense to you, but it makes sense to the politicians.

Now, when we talk about this for the future, what can we say about public attitudes in American affairs in the future? First, they will be dominated by the fear of inflation. I don't know about the people who are here for dinner this evening and what their own individual personal circumstances may be, but when I go around America and talk to people, not usually with very much money — people with money can always find a way out — but ordinary people, there is a deathly fear of inflation. Not now, particularly, but the $5 ice cream cone, the $850 a month rent for a one-bedroom apartment — this kind of thing is in people's minds. This is what they are afraid of. I don't think they really feel that, like Germany 20 years ago or so, they're going to have to go to the

bakery with a wheelbarrow filled with a billion marks in order to pay for a loaf of bread. But they are frightened of the continuing, regular, unstoppable escalation of prices. They see it in the supermarkets, they see it in the electric bills, they see it everywhere.

Basically, public opinion will have to make a judgment by 1980 politically and in between time generally, in terms of whether there is a way they can meet inflation. This is an overwhelming, overweening aspect of public ideas today. We used to be interested in a lot of things. We used to be interested in questions of law and order, for example, behavior of the young generation, all that sort of thing. But now inflation overweighs, outweighs each of these particular problems. I can't give you any answer. I'm not an economist, thank God. I couldn't even think of an answer in those fields. I can just tell you what the concern is. And it's not a concern of people looking for extreme measures.

Americans are basically very moderate people. When Mr. Goldwater on the one side and Mr. McGovern on the other ran for president, they were perceived as not representing this middle of the road kind of view. Most Americans are not political animals. The number of people who tonight, after dinner, pushed the dishes aside and spent the evening talking about revenue sharing is almost zero. The average American does not read the *New York Times*, which may either be good or bad, depending upon your viewpoint as to that journal. The average American is more interested in getting through the winter without having to fix the roof. He's more interested in what his kids are going to get as jobs when they get out of school. He's more interested in whether or not he's going to be on the layoff list if his plant has to cut down production. He doesn't really involve himself in great depths of understanding of the world or even of his own country. But he has the capacity to think. He has the capacity to think straight. You never really know where his thinking may take him, and some of the intellectuals will claim that he's always wrong. But he isn't — he's usually right.

After these 30 years I've spent watching elections here and abroad, I have developed a rather unconventional faith in the wisdom and the common sense of the average citizen, no matter how stupid he may look if he votes the wrong way from your choice in a given election. I'm reminded, as a matter of fact, of a comment Bill Buckley once made (and I must confess he's a man with whom I rarely agree) that if he had a choice, if he had his druthers, he'd rather be governed by the first 2,000 names in the Boston telephone directory than the whole faculty of Harvard College.

Caucuses

Topic	Called by
Academic and Research Libraries	B. Lynch
Blind and Physically Handicapped (recommendations will be read)	D. Desrosiers
Serving the Unserved (unorganized areas)	J. Jaeger M. Davis
School Libraries	C. Wingerter
Hispanic	Armendariz
Community College Concerns	C. Cottingham
Performing Arts in the Library (wear casual clothes)	D. Child
Conservation of Information	W. Alderfer E. Perica

More Ccmmunity Input Re: Library Services	P. Derbak J. Moore
Grass Roots Caucus	M. Biblo
The Public Library is a Library	L. Freiser
Professional Libraries (to serve professionals)	Choudhry
Senior Citizens	J. Ray
Legislative Implications of this Conference	D. Miller R. Howser
Student Caucus	P. Reich
Concerns of Teens and Young Adults	N. Abbate
Library Science Education	Sr. L. McCusker
Special Library Interests	D. King J. Aufdenkamp
Propaganda and Institutional Racism	I. Zucker
Libraries Celebrate Language and Ideas Through the Discovery and Enjoyment of Books	S. Jesse
Library Repository for Consumer Reaction of Received Services	D. Nellis

Caucus Survey Shows Ethnic Representation at State Conference

A charge that the Illinois conference was "too white" led to a middle-of-the-night survey of delegates' biographies and, after the survey, a withdrawal of the charge.

Two members of an informal caucus, late on the night of November 13, brought a resolution to the conference office, to be reproduced and passed on to the general session:

"Whereas it is the concern of the minority groups that there is not proportional representation of minority groups at this conference;

Whereas the conference is supported by federal monies;

Be it resolved that minority groups have proportional representation in future White House Conferences in Washington including the Illinois delegation to the White House Conference."

The caucus representatives told the conference staff it was obvious that too large a proportion of the delegates were white. When the staff questioned the accuracy of the statement, the caucus representatives asked to see the biography forms.

Biographies were on file for 325 of the 364 delegates present. At about 2 A.M., the caucus representatives finished their tally and reported: blacks 38, American Indians 10, Hispanics 10, American Asians 6, white 256, "did not answer" 5. The representatives then volunteered to withdraw their resolution on the floor of the conference.

Later in the morning, one of the caucus spokesmen asked the conference resource center for Illinois population figures and again reported to the conference office. The 1970 census, the last available, shows that whites make up 86.4 percent of the state's population, blacks 12.8 percent, Indians .1 percent, and all others .7 percent; the census also reports that about 3 percent of the black and white group are "persons of Spanish language."

The caucus survey of biography forms showed that conference delegates were 11.7 percent black, 78.8 percent white, 3 percent American Indian, 3 percent Hispanic, 1.9 percent American Asians, and 1.6 percent "did not answer."

The Information Game

The Information Game was the first exhibit visitors viewed as they entered The World of Information area of the state conference exhibits. It was designed as a game to promote an innovative, lighthearted, and involving way of looking at our world of information and communication.

The game was centered around "information" questions, supported by exhibit materials which delegates viewed as they answered each question. Upon completion of all twenty questions, delegates graded themselves for their "Info IQ's." The exhibit was one of the most popular elements of the entire exhibit area and proved an unusual way to help delegates look at information in new ways. The exhibit included the following elements:

* Physical Arrangements: The exhibit was organized in four exhibit cases, each glass enclosed on the top and front and each measuring 4½' tall by 5' wide. The exhibit was supported by special posters explaining the game and by a score sheet handout which delegates used as they played the "game."

* Contents and Questions: The game included 20 questions with supporting materials. The contents of the exhibit cases were each correlated to a specific question and often had a humorous relationship to the question to provide a lighthearted flavor to the exhibit.

Questions and supporting materials:

1. "Clothes Make the Man" our grandparents were often heard to say, but did you realize that animals, as well as people, often judge others by appearance?

One of these animals reigns as King of the Jungle. But no — he's not really that ferocious! Why then? Well certainly, because of his commanding appearance and good grooming . . . communicating to his subjects a sense of power and authority.

Which animal is he?

Answer: Lion.

Materials: Animal menagerie and book, *Dress for Success.*

2. Ethnic customs are often meant to impart "information." Greek brides give their wedding guests Koufeta — a sugar almond candy.

What's the "message" behind this custom?

Answer: The gift of Koufeta is a symbolic way of wishing wedding guests good health and good luck in the years to come.

Materials: Pictures of a Greek wedding; Koufeta candy.

3. Sea shells have been used in many ways by men . . . for decorating . . . for adornment . . . and even for communicating information!

A particular shell is still being used as a horn to signal warnings.

What is its name?

Answer: The conch shell.

Materials: Samples of shells used for household decoration, shell necklaces, miscellaneous other shells, including a conch shell.

4. In the San Blas Islands, off the coast of Panama, live the Cuna Indians. These people, before coming into contact with civilization, used to paint their bodies with art, depicting important moments, objects, or people in their lives.

This body art, once an Indian's form of communicating information, is now done in reverse applique on fabric panels as a tourist export.

What do the Indians call these panels?

Answer: Molas.

Material: Several examples of colorful molas.

5. Religion has always played a big part in the individual's personal world of information. People throughout history have communicated their problems, hopes, and prayers to their gods and have often looked for reassuring signs, symbols, and "messages" in return. Often people have prayed to specific gods for specific reasons.

In an early Central American religion, one of these statues represented the God of Fertility.

Which is it?

Answer: #2.

Materials: Three reproductions of Central American gods, numbered 1, 2, and 3.

6. Oh . . . The Games People Play! . . . and games do have a way of communicating information about their players.

Some games are tests of mental prowess. Others allow people to express . . . to communicate . . . their need to win, to assert their physical superiority . . . or to just have some plain fun.

One form of gaming . . . gambling . . . is even said to reflect our country's economic moods, the state of our economy.

During tough economic times, does United States casino gambling increase or decrease?

Answer: Increase.

Materials: Dice, small statue of gambler, *The Complete Book of Gambling,* some humorous examples of "mental testing" games.

7. How we say things is often just as important in the information process as what we say.

Negative facial expressions can erase the positive statements we make, and voice inflections and pitch can belie our seeming composure.

What is the term used to describe this physical level of communicating information?

Answer: Body Language.

Materials: Expressive picture of a baby, exhibiting the value of facial expression as communication.

8. Throughout history, animals and wildlife have often transmitted information for man. The quiet of animal silences have often warned hunters of danger. Watch dogs have frequently alerted their owners to the presence of burglars. Ship captains would release birds, and if they didn't return, know that land was nearby.

Birds have played an important role in delivering information to man.

What is the name of the bird frequently trained to deliver written messages by air?

Answer: Pigeon.

Material: Copy of bird sculpture/birds in flight, and real birds' nest.

9. Often, in our world, the same things are used for very different reasons. Cards, for examples. One set of these cards is simply used for playing card games. The other set is used by fortune tellers to give people information about their future.

What are the fortune-telling cards called?

Answer: Tarot cards.

Materials: Package of tarot cards.

10. "The idea came to me in a dream." Have you ever heard this remark . . . or perhaps made it yourself? Well, dreams are a way we have of communicating with ourselves. Some scientists now believe that people are capable of predicting the future and understanding our present through dreams; and the interpretation of information transmitted to us through our dreams has long fascinated most of us.

Let's check your ability to interpret dreams (and sorry gang, but this *is* a tough one).

When a man dreams of shaving, is it (A) a warning to pay close attention to business matters; (B) a prediction of wealth; or, (C) a means of shedding sexual inhibition?

Answer: A warning to pay closer attention to business matters.

Materials: A variety of books on the interpretation of dreams.

11. Recording people's history in print has long been the avocation of historians. But many researchers are now interviewing people about their past and are recording their historical information on tape.

What is this verbal style of history collection called?

Answer: Oral History.

Materials: Cassette tapes, copy of oral history materials.

12. The American woman's lifestyle is changing. Beauty contests and "pedestals," sometimes important, have given way to exciting jobs and increased self-sufficiency.

And this change — this return to the work force — has affected the way in which women need and use information.

True or False: Women make up over 40 percent of the American work force.

Answer: True.

Materials: Cartoon of woman on a pedestal; trophy from beauty contest.

13. Money talks . . . and people listen. Since the beginning of time, barter — money — has been used to buy materials, food supplies, . . . and information.

The monetary of an item has always provided information as to its worth, its desirability. This international language — money — is still an information gauge, the barometer of our economy and of material security in our personal lives.

The value of our dollar has recently dropped dramatically.

Is the 1978 dollar compared to the 1970 dollar, worth (a) $.60 (b) $.45, or (c) $.40?

Answer: B. $.45.

Materials: A variety of foreign paper and coin money.

14. Smoking . . . For Pleasure . . . But what about for communication?

Years ago, American Indians smoked with soldiers as a symbol of their good will, their friendship.

What was their smoking instrument called?

Answer: The Peace Pipe.

Materials: A selection of pipes.

15. Appearances can be deceiving. And information "clues" can be misread.

Our concept of what a thing is and is not is often colored by our personal biases and by the information we receive from the people around us.

To fully interpret and to use well the information in our lives we must learn to look at old things in new ways.

Is this statue . . . (a) a toy soldier, (b) a nutcracker, or (c) a night watchman?

Answer: A and B are both correct. He's a toy soldier, but a nutcracker too!

Materials: German-made toy soldier nutcracker.

16. Information is big business. And most business today is based on information.

By the year 2000, at the rate knowledge is growing, futurists project that workers will have to attend school four times in their lives to be totally retrained. "Capsi-Knowl" will be a huge new profession, requiring workers to gather, analyze, capsulize, and distribute information.

Even today, business executives spend a certain percentage of time doing nothing but managing information.

Is it (a) 65 percent; (b) 42 percent; or (c) 80 percent?

Answer: C. 80 percent.

Materials: Monopoly games.

17. Illinois is the home of one of the country's most technologically advanced educational tools. This computer-based information system, by "communicating" with students, is capable of quizzing students, responding to incorrect answers, and teaching languages, science, math, and much more.

This modern-day tool has something in common with one of the world's greatest philosophers.

What is it they have in common?

Answer: They share the same name: PLATO.

Materials: Books by Plato

18. Modern information delivery has been dramatically affected by the advent of the computer and the development of sophisticated telecommunications. Amazingly, information can even be transmitted in three dimension through holography.

Yet, today most of us still send and receive much information through the expensive, antiquated United States mail system.

However, telecommunications have made other methods of information transmission more common.

Name three ways of transmitting information using telecommunications.

Answers: Telefacsimile, teletype, television, telephone etc.

Materials: An attractive photo of an old-fashioned mailbox.

19. Characters and symbols have been developed by people throughout time to provide a method of transmitting information — the written word.

Hieroglyphics, alphabets, art, numerals, digits, even proofreaders marks, have enabled man to communicate ideas and information for historical, education, cultural, and artistic purposes.

One symbolic form of writing was developed in this century to help office workers speedily record information.

What is this writing system called?

Answer: Shorthand.

Materials: Samples of proofreaders marks, hieroglyphics, and the Roman alphabet.

20. Much of the information in our lives comes from the people around us and the quality of this input depends on our ability to communicate with them.

The development of our abilities to relate information to others begins in infancy.

People learn to communicate information to others using speech, sight, touch, and feel, as well as physical gestures and emotion.

What is this information process — our communications with other people — called?

Answer: Interpersonal communications.

Materials: Picture of two small children communicating.

**Conclusion:* The information game was designed and produced by Kathleen Kelly Rummel. For further information about developing this type of exhibit, contact her at 521 West Roscoe, Chicago 60657.

The Information Game was, without doubt, a very successful part of the exhibits. It was the beginning of a building block effort at introducing delegates to examples of many approaches to information and examples of information and library resources. The Exhibits Subcommittee recommends the approach as an interesting way to involve people in the exhibits experience.

The AV Center Show Guide

"The Information Challenge" (filmstrip)
Prepared for the Illinois regional conferences; this filmstrip reviews how people need and use information, highlights libraries as an information resource, and raises questions about the future of libraries.

"Aunt Irma" (slide/tape)
A short, delightful discussion of the growing trend toward and need for resource-sharing and library cooperation.

"To Help Them Learn" (16mm film)
Reviews the use of media in school media centers and in the classroom.

"The Future Is Now" (filmstrip)
Good review of library technology and its use in providing better information services now and in the future.

"The Illinois Library Network" (filmstrip)
An introduction to the Illinois Library and Information Network (ILLINET) which focuses on the interlibrary loan and information aspect of the network.

"Finding Information" (16mm film)
Explores the principal ways in which people go about finding information.

"Television Land" (16mm film)
A hilarious, nostalgic history of television from 1948-1971. Reviews the progress of TV as a communications medium.

"Boomsville" (16mm film)
Illustrates what man has done to his world, from the time of the settlers to man's first landing on the moon.

"Little Man, Big City" (16mm film)
A lighthearted approach to the problems of urban living — traffic, pollution, crowding, etc.

"A Thousand Suns" (16mm film)
Focuses on energy consumption and the need for planning for energy conservation.

"In the Year 2000" (16mm film)
Fast-paced statements by four expert ecologists present projections about the year 2000.

"World Population" (16mm film)
A graphic presentation of world population growth.

"Mother Goose Revisited" (slide/tape)
Examines Illinois State Board of Education

goals and demonstrates how school media programs contribute to their achievement.

"The Way We Were" (slide/tape)
History of the development of school libraries in Illinois.

"The New Librarians" (16mm film)
More and more knowledge, greater interest in community outreach and an increasing variety of library materials join in creating a need for a new kind of librarian. A good review of this new breed.

"Multiple Choice" (16mm film)
An informative look at today's library trustee.

A Good News Story

When Nila Honn of Olney was chosen a community delegate to the Illinois White House Conference, a community effort was launched to make it possible for her to go to Springfield.

Nila is a quadriplegic — with a host of friends. Ruth Lengelsen, who cochaired the Cumberland Trail Regional Conference which Nila attended, helped make arrangements for Nila's participation in Springfield. So did Joe Harris, headquarters coordinator at the system.

Ralph Steinke, librarian at Olney Central College and a conference delegate, had a side-loading van that would accommodate Nila's wheelchair. He agreed to take her to Springfield and, while there, to take her to the reception at the Governor's mansion.

Then the Jackson's of Mt. Carmel entered the picture. Terry Jackson is a registered nurse who works in the rehabilitation facility in Mt. Carmel. She was given time off from her job to go to Springfield as an attendant who would help Nila dress and get in and out of bed. Bob Jackson, Terry's husband and the librarian at Mt. Carmel Public Library, went too, to help lift Nila. Bob was an alternate delegate and had hoped to go to Springfield in any case; learning that he could help, he said, "was that much more inspiration to go."

It was a good news story for everyone. Nila was a vital and active participant in the conference. Bob Jackson appeared at the conference office to volunteer his help, an offer eagerly accepted by the conference coordinator, who insists he saved her life. The Jackson children, David, then eight, and Karen, six, went along too and kept busy with the swimming pool, the playground, and a stack of library books. All of the Jacksons went to the Governor's mansion, where the security staff provided a special treat for David and Karen; they were taken into the kitchen for a romp with the Governor's dogs.

— And After the Conference . . . Some Typical Comments

I'd like to express my thanks to you, the staff, leaders, and delegates who made the Illinois White House Conference on Library and Information Services such a successful endeavor — from the initial reservations to the final resolutions.

I'm grateful to have been part of the conference and have brought back enough information and enthusiasm to continue to have some input in our community.

Community Delegate

If you (Don), Willard, Jean, Kathy, Alice, Linda and all the rest aren't feeling pretty smug along about now, you should be.

The Illinois White House Conference was a four star smash, and I hope everybody realizes the tremendous amount of work that went into it, particularly on the part of the sextet mentioned above.

Please accept the sincere thanks of one member of the "library community" for an exhilerating and productive three days.

Public Library Delegate

I'm so pleased for the many people in Illinois who must have found the Illinois White House Conference stimulating. I hope you are as pleased as the participants in a sense of accomplishment for raising the level of consciousness of people in this state to the problems, needs, and solutions for library and information service.

Just one big thanks to you and your staff for all of your efforts.

Special Library Delegate

After three days of nearly total absorption in identifying problems and suggesting approaches to their solution, the assembly, in a standing ovation, expressed thanks to the Central Committee for integrity of concept and superb organization. The nearly four hundred delegates poured out of the motel radiating to all parts of the state like Aesop's industrious ants from an ant-hill.

As the lowering sun reddened the sky at our backs, and the full moon, nearly as red in the autumn haze, rose before us, I felt strong kinship with all the delegates and with all of you, who so much appreciate libraries. There came to mind Tiny Tim's seasonal benediction, "God bless us, every one."

Community Delegate

I think you (Don) and Willard Ice (and Jean Baron) did a tremendous job leading the Illinois White House Conference to a smashing success. I don't know how any other state conference can surpass what was done in Illinois.

As far as I could tell, the conference was a thorough success for both librarians and non-librarians. I was pleased with the participation of the non-librarians, and the possibility of the library-connected overwhelming the non-librarians had been the one concern I had. The farmer and the retired elementary school teacher with whom I rode were genuinely pleased with the conference.

Did you know that there was local television coverage of some of the sessions? I didn't see the news on Sunday evening, but the footage that the Springfield NBC station shot of our discussion group was run, and I suspect that other groups were shown, also.

I thoroughly enjoyed my small part in the conference. As I said in a note to Jean Baron, much of that enjoyment came from your careful advance planning. I'm looking forward to the final session(s) of the Resources Subcommittee; I guess I hate to see things end.

College Library Delegate

The Illinois White House Conference on Library and Information Services was exciting and stimulating. I was truly impressed with the planning, organization, and scheduling of the conference that provided opportunities for the maximum amount of interchange of ideas and interaction among the delegates. If, at times, the pace seemed hectic to the delegates, how much more so it must have been for the conference staff. They did a marvelous job!

The momentum generated by the conference was evident on the train traveling from Springfield to Chicago, as many of the delegates continued discussion of the recommendations adopted at the conference. Interest was expressed, in at least one car, in meeting again to resume the exchange of ideas. Several delegates suggested an informal get-together during the Christmas holidays at the Cultural Center. Should this come to fruition, contact of Chicago area delegates will be made by telephone or letter in some sort of chain form.

School Library Delegate

The value of the three days in Springfield to me as an individual and as a group member is difficult to assess.

How does one measure the pleasure and/or usefulness of an atmosphere in which he cared to listen and was comfortable to speak? This I felt myself and witnessed in so many others.

How does one measure the exhilaration of participating in the preparation of a valid "shopping list" of commitment to the rounded enrichment of posterity? Wow! What a potent expression of faith . . . .

I need to thank someone for the opportunity of the total experience. I wish to share the significance of the happening.

I will speak to the board of directors of the public library in my town and bend whatever ears I can reach at meetings, tennis, and dinner parties, but none of my path were there. None can be expected to fully appreciate the happening.

Community Delegate

The Illinois White House Conference was exhilarating, exciting, and exhausting. So much came from everyone in the few days we were there, so many implications for the improvement of local library service occurred that we need a vehicle for discussing this again.

Public Library Delegate

The planning committee for the Illinois White House Conference on Library and Information

Services may be interested in some activities occurring as a result of the Regional Pre-White House Conference held in our system area.

The eighty participants expressed themselves quite freely concerning their needs and expectations in terms of library service. It became obvious that a systemwide workshop on long-range planning would enable area libraries to begin planning for the fulfillment of the library needs cited by Regional White House Conference attendees.

As a result of that long-range planning workshop, four groups of libraries organized geographically to plan programs to carry out ideas generated at the Pre-White House Regional Conference.

The plans will (1) Develop a countywide public relations program involving all types of libraries; (2) Investigate the joint acquisition of video tape materials for libraries in three counties; (3) Coordinate acquisitions of junior college libraries and public and school libraries in two counties; and (4) Investigate the feasibility of a school/public shared-staff position with a materials delivery system in a very rural county.

It was the feeling of library people in the system that so much valuable information was gained as a result of the Regional Pre-White House Conference that implementation should begin as soon as possible.

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